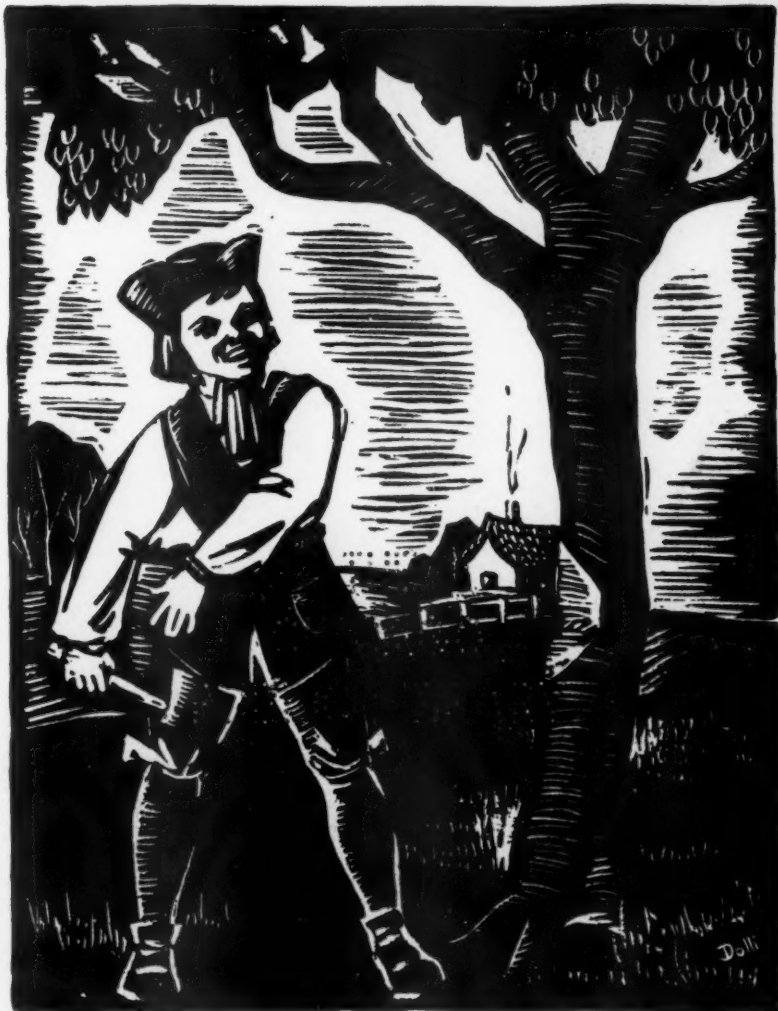


JUNIOR ARTS AND ACTIVITIES

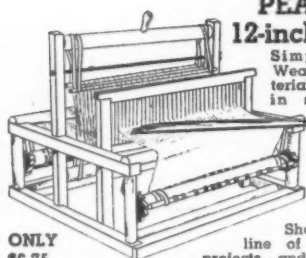
FIFTH ANNIVERSARY NUMBER

THE MAGAZINE
FOR THE
ELEMENTARY
TEACHER OF
TODAY

•
CREATIVE
ACTIVITY MATERIAL
AND IDEAS FOR
CLASSWORK



This illustration was used as the first cover design of Junior Arts and Activities. It is with a great deal of pride that we reproduce it now.



PEACOCK 12-inch LOOM

Simple, sturdy.
Weaves any ma-
terial. Widely used
in schools and
homes.

WRITE
FOR
FREE
CATALOG

ONLY
\$6.75

Showing complete
line of original craft
projects and materials in
stock for quick shipment.

THE HANDCRAFTERS

Makers and distributors of unusual craft supplies
42 W. BROWN ST. WAUPUN, WISCONSIN

THE ARTS in the CLASSROOM

By Natalie Robinson Cole

A successful teacher tells you exactly
how she teaches painting, clay work,
design and block print, free rhythmic
dancing, creative writing. Clearly and
simply presented with charming illus-
trations from photographs — \$1.75.

Descriptive circular on request.

THE JOHN DAY COMPANY, INC.
2 West 45th St., New York, N. Y.

Send for BIG FREE CRAFT MAGAZINE on Handicrafts

Leathercraft . . Metalcraft
Silk Screen . . Papercrafts
Plastics . . Link Projects
and other Leisurecrafts

LEISURECRAFTS

1037 So. Grand Ave. Los Angeles

Free BOOK OF ARTCRAFT NEW IDEAS FOR CLASS WORK

How to decorate burnt wood etchings, glorified
glass, plaques, mirror pictures, copper and
brass craft, etc. Write for catalog JA2.

THAYER & CHANDLER

910 W. Van Buren St. Chicago

TYPEWRITER 1/3 PRICE

STANDARD OFFICE MODELS
About 1/2 MFRS. ORIG. PRICE
Easiest Terms
as Low as
70¢ a Week

FULL 3-YEAR GUARANTEE
No Money Down—10 Day Trial

Send for FREE price smashing liter-
ature in rulers. Show all models. See
our literature before you buy. SEND TODAY.
FREE COURSE IN TYPING INCLUDED.
INTERNATIONAL TYPEWRITER EXCH.
Dept. 256 331 W. Monroe St., Chicago, Ill.



10¢
A DAY

ELEMENTARY HAND CRAFT PROJECTS

by
D. C. Blide

Prepared especially for the
regular classroom teacher in
rural and other elementary
schools having little equip-
ment for hand craft work.
A very effective and helpful
book for all teachers be-
cause of the simplicity of
the projects suggested, the
minimum of materials and
supervision necessary to
work them out.

This 94-page book, recently
published, contains patterns
and easy-to-follow directions
for the following hand craft
projects:

WOODWORK

Doorstops, letter holders, all
kinds of toys, broom hold-
ers, corner and wall shelves,
calendar stands, sewing box,
magazine holders, bird
houses and feeders, plant
holders, and foot stools.

KEENE CEMENT

Tea tile, candle holder, pen
holder, book ends, wall
plaques, and lamp bases.

LINOLEUM BLOCK PRINTS

For each month, birthdays,
Christmas, Easter, Mother's
Day, programs, and others.

"Elementary Hand Craft
Projects" will enable any
teacher to give her pupils
the worthwhile activities
and excellent correlations
provided by hand craft
work. To various ends
and develop pupils' inter-
est in regular school
work, to foster desirable
character traits, to make
learning more effective,
order "Elementary Hand
Craft Projects" today.

Price, postpaid, \$1.00

Written and published by D. C. Blide, Director.
Industrial Arts Department, State Teachers
College, Minot, North Dakota

Dept. J-F-42

D. C. Blide, Industrial Arts Department
State Teachers College, Minot, No. Dak.

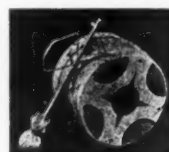
I am enclosing \$.....for.....copies
of Elementary Hand Craft Projects.

NAME

ADDRESS

450550

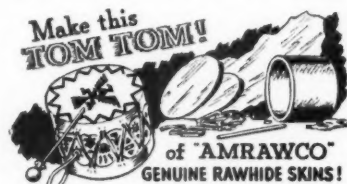
MAKE YOUR OWN



Tom Toms

Genuine Indian type tom toms.
Made from rawhide. Easy to
build. Fun to play. Last forever.

Aircraft teachers highly endorse this
practical kit which allows children to
actually use this instrument of their
own creation in their rhythm classes.



Full instructions accompany each kit.
Everything is furnished. Nothing extra
to buy. Price each \$1.25. Usual dis-
count to schools.

Write for **FREE** special tom tom craft
circular. Full of ideas for your class.

LYONS BAND INSTRUMENT CO.
14 WEST LAKE ST. CHICAGO, ILL.

HANDICRAFTS

FREE CATALOG

150 page, spiral wire-bound catalog, 40 page supple-
ment, listing all tools, sup-
plies and equipment for
Handicrafts and Creative Arts
programs. Bristling with new
ideas and processes. Write
on school stationery.



UNIVERSAL
HANDICRAFTS SERVICE,
INC.

1267 Sixth Ave. (30th) (Suite 354), New York, N. Y.
ROCKEFELLER CENTER COLUMBUS 8-9185



Every instructor should have
the Craft Guild Catalog handy.
This big book shows how to
make handicrafts really in-
teresting. It gives ideas for
scores of practical, inexpensive
crafts projects that your pupils
will greatly enjoy.

Write for your copy today.

CRAFT GUILD

DEPT. J-1
628 Drummond Place, Chicago



Leathercraft Headquarters also gives you in '42 a complete line of ARCHERY supplies AND woodcraft, too. Projects, materials and tools —all priced right— plus liberal discounts. Better get ready early though, so your youngsters will be equipped with that priceless asset of "self accomplishment."

FREE!

WRITE FOR
BOOKLET TODAY



J. C. LARSON CO.

180-G NORTH WACKER DRIVE • CHICAGO, ILL.

Letters

Gentlemen:

This is my first year as a subscriber to Junior Arts and Activities. I have been able to use more material from the first two issues in my work than from any other magazine I get.

Thank you.

—Ohio teacher.

Thank you! It is the aim of Junior Arts and Activities to supply a diversity of material so that each month it will be of equal value. But this is also true: copies of last year's editions are just as valuable today as they were when first published. The numbers of teachers who have written for back copies of the magazines prove this fact. If you desire any additional copies of Junior Arts and Activities please let us know and we shall supply you. But you'd better act quickly, the stock is rapidly being exhausted.

Dear Sir:

I have been under the illusion that I could teach successfully this year sans Junior Arts and Activities and I find myself trying forever to get in-

spiration from back issues.

I can't resist. I declare I must have another subscription and I shall appreciate your sending me presto the fall issues that I have missed.

With the conviction that your magazine is the most stimulating on the market, I remain

—Kentucky teacher.

When we receive letters like that we feel good for days on end. We also feel that we have a great responsibility to live up to the faith which teachers place in us. That is why we are constantly trying to improve Junior Arts and Activities. We try to recognize new trends and to publish material which will correlate with them. We hope our readers will watch for articles on the use of radio in the schools written by an authority in the field.

Gentlemen:

I think your Junior Arts and Activities with Activities on Parade are the most helpful material any primary or elementary teacher can use.

I am encouraging my teachers to use them.

—County Superintendent.
Colorado

Activities on Parade continues to be

(Continued on next page)

BACK COPIES OF JUNIOR ARTS AND ACTIVITIES

Set up a valuable library of valuable source and reference material . . .

We have on hand a stock of back copies. These copies are as valuable as they were the month they were printed. We now offer you this opportunity to acquire these back copies at special low prices. Our supply of some months is very limited, so order early.

Look at these bargain prices, then check the copies you desire, on the coupon below.

1 to 5 Copies.....20c a copy

6 to 12 Copies.....15c a copy

Over 12 Copies.....12c a copy

With all orders for 6 or more, we will include a free sample copy of "ACTIVITIES ON PARADE," the children's edition, see ad on pages 46 and 47.

JUNIOR ARTS AND ACTIVITIES

740 RUSH ST.

CHICAGO, ILL.

Please send me an order of back copies of J. A. & A. Send me.....copies which I have checked, total amount \$.....

	1938	1939	1940	1941
JANUARY.....				
FEBRUARY.....				
MARCH.....				
APRIL.....				
MAY.....				

	1938	1939	1940	1941
JUNE.....				
SEPTEMBER.....				
OCTOBER.....				
NOVEMBER.....				
DECEMBER.....				

NAME

ADDRESS

Please Check☐

If we are out of stock of some of the copies you checked, may we substitute others.

Later☐
or Earlier Copies.....☐

Announcing! EIGHTH EDITION HANDICRAFT

By LESTER GRISWOLD

Craft Edition, \$2.50 Library Edition, \$3.50
512 pages - 600 illustrations - no price increase
The popular Manual for Students, Teachers and Home Craftsmen becomes indispensable. Contains 88 pages of entirely new material. Includes Archery Equipment, Marquetry, Modern Plastics, Filigree Jewelry. Sections on Leather, Metal, Wood, Pottery; enlarged and improved.

Available at your booksellers or from

LESTER GRISWOLD

Arts and Crafts Publications

COLORADO SPRINGS, COLORADO

ART PACKETS 10c EASTER - SPRING

Ann Marie's popular Dime packets are just what you need—ROOM DECORATIONS—WINDOW PICTURES—POSTERS. Order from list below. Act now—Rush your order today. Shipped immediately POSTPAID.

- | | |
|--|---|
| <input type="checkbox"/> Easter Packet | <input type="checkbox"/> Blackboard Borders |
| <input type="checkbox"/> Easter Bunnies | <input type="checkbox"/> Window Pictures |
| <input type="checkbox"/> First Easter | <input type="checkbox"/> Spring Basket |
| <input type="checkbox"/> Circus Packet | <input type="checkbox"/> Birds |
| <input type="checkbox"/> Circus Activity | <input type="checkbox"/> Calico Animals |
| <input type="checkbox"/> Spring Packet | <input type="checkbox"/> Calico Birds |

Any 6 for 50c — All 12 for \$1.00

ANN MARIE'S WORKSHOP

5932 Newburg Ave., Dept. 310, Chicago, Ill.

IDEAL MATERIAL
FOR THE CLASSROOM

GYPSY ART CRAFT MATERIALS



GLOWING GLASS PICTURES—

Over 100 designs

PLASTIC ART PRODUCTS—

Plaques and craft colors for painting
FABRIC PAINTING

... and other art specialties—

GLAZE COLORS, BRUSHES, BRONZE
POWDERS, SILVER FOILS, ETC.

You will find many unusual and appealing products in our large catalog for classroom work or to make your own inexpensive gifts. Our prices are very reasonable.

SEND TODAY for your free copy of the Gypsy catalog of ART CRAFT MATERIALS crammed full from cover to cover with fascinating ideas and practical classroom project material.

Gypsy Dyes, Inc.

1416 So. Wabash Ave., Chicago, Ill.

LETTERS

(Continued from preceding page)

used by more and more pupils each month. Pupils and teachers alike write us to tell us how much they enjoy and use the combination of Junior Arts and Activities and Activities on Parade. We invite teachers to submit work which their pupils have done for inclusion on our Children's Corner page in Activities on Parade.

Dear Editor:

I enjoy your magazine Activities on Parade very much. There are so many things for schools to use. It is the best and the cheapest materials which schools can buy.

—Maine teacher.

It is our hope to keep the cost of Activities on Parade as low as possible so that boys and girls all over the country and in all sorts of circumstances may enjoy them. Activities on Parade is essentially a service of Junior Arts and Activities and we mean to keep it so.

During the present time we cannot be assured of many things, but this is certain: we must do all in our power to help children know and appreciate the freedoms and privileges and duties which citizenship in America affords them. Activities on Parade will present material designed to make this learning exciting and easy and thorough. Any suggestions which teachers have on this subject will be appreciated.

Gentlemen:

The Junior Arts and Activities magazine has aided me greatly in my work. This year I have three grades to teach but with this excellent teacher's help my work is made easier.

I am working on the unit "Pioneer Life in America" and should like very much to have a list of materials available to use with this unit. If you will send me a list of such material, I shall be very grateful.

Thanking you kindly, I am

Very truly yours,

—Georgia teacher.

We hope you received the list of materials which we sent you. We are always very glad to be of service to our subscribers and welcome their letters. If we can answer teachers' questions and be of genuine help to them, we feel that we are fulfilling a great part of our job.

So send your inquiries along to us. Our editors will do their best to answer them to your satisfaction.

TEACHING AIDS

COPING SAW PATTERNS

with pictures and designs for metal tapping, metal embossing with tapping, metal embossing with colors. This group of pictures contains 7 patterns for book ends; 8 what-not shelves; 8 wall plaques; 10 necktie holders; alphabets; calendars; Boy Scout, Girl Scout, Junior Game Warden, and Y. M. C. A. insignias. Also 40 pictures designed for metal embossing and tapping. These pictures can be used on what-not shelves, necktie holders, book ends, letter holders, hot dish pad holders, calendars, thermometers, plaques, boxes, and a variety of other places where a picture in metal would be attractive. Postpaid...\$1.00

COPING SAW PATTERNS

with pictures and designs for wood burning. These are original patterns. Each pattern has a decorative picture or design for wood burning. Many of the designs lend themselves to coloring as well as wood burning. The coping saw patterns include: what-not shelves, necktie holders, calendars, thermometers, hot dish pad holders, book covers, wall plaques, etc.

Instructions and 48 patterns, postpaid...\$1.00

Electric Pencil, postpaid...\$1.00

COPPER MOLDS for MAKING PLASTER PARIS PLAQUES

A new and better way to make molds for the making of plaster of Paris plaques has been developed. The old method of making plaster of Paris plaques was by the use of rubber molds. Plaster of Paris heats just before setting. This heat often spoils the rubber molds. With these patterns original molds can easily be made with modeling copper. These molds will last almost indefinitely. Plaques can be made from them at little cost. It takes about ten cent's worth of copper to make a mold.

Detailed instructions and 22 patterns, postpaid...\$1.00

COPING SAW PATTERNS

Set of 30 patterns...25c

GAMES

A 28-page booklet containing 117 games suitable for school ground, school room, social gatherings, picnics, etc...10c

GAMES WITH MUSIC

A 28-page booklet of games with music. Suggestive entertainments that can be used with music. No social gathering is dull if you have these song games. Excellent material to help in the teaching of rhythm...10c

E. P. GETCHELL
Printer

VALLEY CITY NORTH DAKOTA

G
NS
ing,
oss-
con-
not
ers;
out,
in-
etal
can
ers.
old-
xes.
ure
1.00
NS
ing,
ern
ood
em-
ing,
not
om-
wall
1.00
1.00
NG
ES
the
been
ster
ober
set-
olds.
asily
olds
a be
akes
ke a
post-
1.00
S
.25c
suit-
ocial
.10c
IC
Sug-
with
you
erial
.10c
TA

JUNIOR ARTS ACTIVITIES

Fifth Birthday

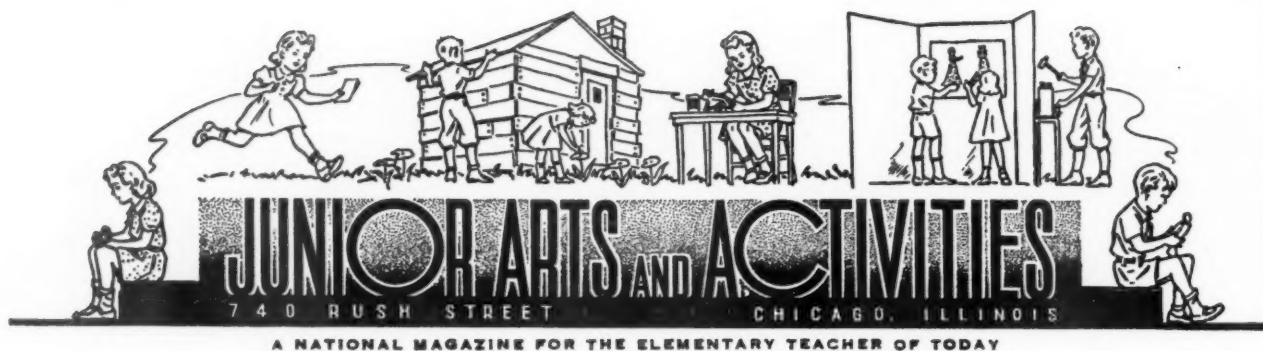
Thos. Edison Feb. 11 1847
Abe Lincoln Feb. 12 1809
Geo. Washington Feb. 22 1732
Longfellow Feb. 27 1807

FEBRUARY

The Month of Birthdays



1942	FEBRUARY						1942
S	M	T	W	T	F	S	
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	



EARL J. JONES
EDITOR

Ann Oberhauser
Marie G. Merrill
ASSISTANT EDITORS

CONTRIBUTING EDITORS:

HAROLD R. RICE
Critic Teacher of Student Teachers,
University of Cincinnati
Art Supervisor, Wyoming Public
School System, Wyoming, Ohio

NETTA DRESSER
Instructor, Demonstration School,
Detroit

ELSE E. VOGT
Consultant and Instructor
of School Crafts

HELEN M. WALTERMIRE
Teacher and writer
for the elementary field

LOUISE B. W. WOEPPEL
Supervisor of Music
Halston, Nebraska

HAZEL MORROW DAWSON
Primary Teacher
Kansas City, Missouri

YVONNE ALTMANN
Kindergarten Director
Oakbrook, Wisconsin

BLANCHE C. YOUNG
Director of Radio Activities,
Indianapolis Public Schools
Indianapolis, Indiana



**JUNIOR ARTS AND
ACTIVITIES**

740 Rush Street, Chicago, Illinois
Earl J. Jones, Publisher

Published monthly except July and August

Subscription, \$3.00 a year. Canada, \$3.00.
Foreign, \$3.50.

Copyright 1942 by Earl J. Jones.

Entered as second-class matter September
27, 1939, at the Post Office at Chicago,
Illinois, under the Act of March 3, 1879.

VOLUME 11

NUMBER 1

FEBRUARY 1942

CONTENTS

	Page
Letters	1
Editorial	5
Know the Flags of Our Allies	6
The Philippine Islands, a unit, <i>Ann Oberhauser</i>	7
Map of the Philippine Islands.....	9
The Industries of the Philippines.....	10-11
A Three-Dimensional Mural	12
Rhythm Recognition and Discrimination—Part 1, <i>Louise B. W. Woepfel</i>	13
Mother Nature's Friends—Our Goldfish Book, <i>Yvonne Altmann</i>	14
Project	15
America At Work—New Ways to Make Rubber	16
Victory Rides on Rubber, a chart	17
Safety Is Our Defense and Now Defense Is Our Safety, <i>Hazel Morrow Dawson</i>	18
Science Facts and How We Prove Them, <i>B. S. Bradbury</i>	19
Valentine's Day, <i>Grace Close</i>	20
Classroom Work Chart	21
Patriotism, a primary unit	22
Stand-Up Posters	23
Patriotic Designs	24
What To Do When the Air Raid Warning Sounds	25
Safety Poster	26
America's Hall of Fame—General John J. Pershing	27
A Valentine Party, <i>Harold R. Rice</i>	28
Project	29-30
Making a Terrarium, <i>Leland Perry</i>	31
Blackboard Designs	32
George Washington, Portrait.....	33
Running Cloud, an Indian Puppet, <i>Thelma Moreland</i>	34
Patriotic Plaques—February Woodworking Project	35
Weaving a Doll's Hammock, <i>Alta L. Skelly</i>	36
February Nature Notebook—the Bear	37
Value of Newspaper Work in Grade School, <i>Gladys Parker Morgan</i>	38
Project	39
Valentine Seatwork	40
The Listening Hour	41
Teacher's Corner	42
Your Bookshelf	44

EDITORIAL

Now, as we celebrate

OUR FIFTH BIRTHDAY

We enter into a program of new activities and plans—activities that will coincide with the gigantic program of a nation at war.

Senator Elbert D. Thomas—

"The American system of free and democratic public education is one of the principal things for which we are fighting. Without the active participation of those who are now part of it, we cannot win."

All of us must work together as a united people in the great cause. We have but one purpose—to serve as best we may. We have but one goal—Victory!

OUR TRUE GOAL

We are now in this war . . . Every single man, woman, and child is a partner in the most tremendous undertaking of our American history . . .

The true goal we seek is far above and beyond the ugly field of battle.

When we resort to force, as now we must, we are determined that this force be directed toward ultimate good as well as immediate evil. We Americans are not destroyers — we are builders.

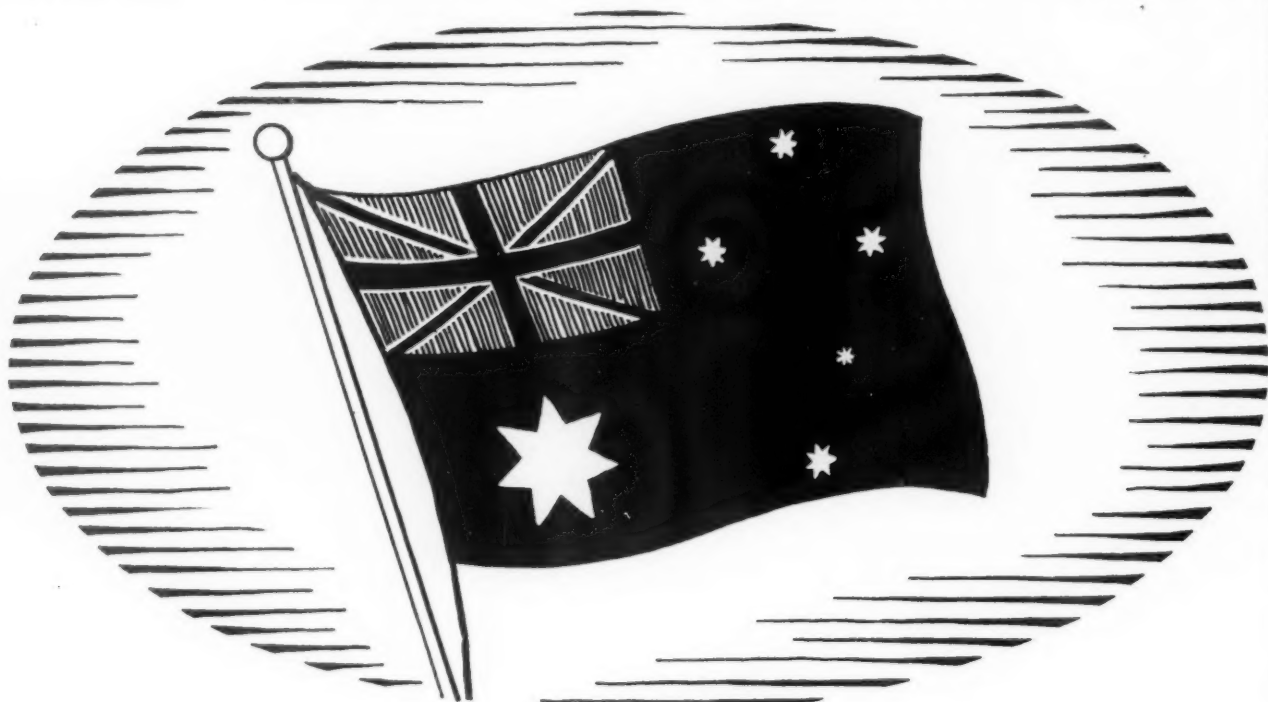
We are now in the midst of a war, not for conquest, not for vengeance, but for a world in which this nation, and all this nation represents, will be safe for our children.

—Franklin D. Roosevelt

A folder entitled "'42 and Victory" has been mailed to you. This folder outlines JUNIOR ARTS AND ACTIVITIES' plans for doing its part in attaining our goal. Watch for the folder—read every word—Unite, for Victory!

—Editor

KNOW THE FLAGS OF OUR ALLIES



FLAG OF THE COMMONWEALTH OF AUSTRALIA

(Note: This is the second of a series of articles describing the flags of the nations who with the United States are fighting for freedom and liberty. We shall continue to describe a different flag until we have brought the flags of all our allies to the attention of the readers of Junior Arts and Activities. We hope that the facts outlined in these articles will be of use to teachers in preparing units about the various individual countries and that they may be incorporated in special units in keeping with the trend of events. —Ed.)

The flag of the Commonwealth of Australia is notable for its use of the famous constellation of the southern hemisphere, the Southern Cross.

However, before going further with a discussion of the Australian flag, it is well for us to remember that since the Commonwealth of Australia is a member of the British Commonwealth of Nations, the British Union Flag is flown on the continent. The British flag is a combination of the flags of St. George, St. Andrew, and St. Patrick. These, in miniature, appear in the upper left-hand corner of the flag of Australia. The background of the flag is blue against which the stars of the Southern Cross and the large Australian star

stand out in white. The large star directly under the British insignia has seven points. These represent the six states: Western Australia, Queensland, Tasmania, Victoria, New South Wales, and South Australia; and the territories of Australia.

Merchant ships fly the Australian flag but instead of the blue ensign, the flag has a red ensign.

Each of the states of Australia has its own badge which is inserted in the Blue Ensign of the British Empire.

Australia was the last continent to be discovered. Its position "down under," as people say, made it for a long time merely another British outpost. But soon it was discovered that much of the land, at first barren and desolate appearing, could be used to advantage to produce wool. England had always been a land of sheep raisers and, after machines were invented to card, spin, and weave the wool much more woolen goods could be manufactured than formerly and the factories sorely needed a new source of the raw material. So it was that Australia first became important in the British Empire.

Later valuable mineral deposits and agricultural possibilities were explored and developed.

Australia has long been noted for its progressiveness and it is not hesitant to give of its men, money, and labor for the cause of democracy. The Australian soldiers are fearless in battle and numbers of them are guarding the defenses of Singapore and fighting in northern Africa.

In spite of the fact that, as nations go, Australia is very young she has accomplished much for her people. The great cities of the commonwealth—Melbourne, Sydney, Brisbane, Hobart, and Canberra—are modern and contain all the features of European and American cities.

As an important member of the British Commonwealth of Nations, Australia takes her place as one of the principal countries fighting the foes of democracy. The government of Australia is much like the government of Canada in that a governor general represents the king. The premier is the head of the government which has been patterned in its legislative form from the Congress of the United States. The parliament consists of a Senate and a House of Representatives. A national capital—Canberra—was built in a Federal Territory so that it, like Washington, is independent of any of the states.

THE PHILIPPINE ISLANDS

A UNIT OF WORK ON AN IMPORTANT AMERICAN PACIFIC POSSESSION

As this is being written the islands of the Philippines are being heroically defended by the forces of the American army and navy. It is the profound hope of every American that the defense will be successful. To the end that boys and girls will be more familiar with this strategically important island group we present this unit on the Philippines.

Before we can study about the people who live in the Philippines, how they live and work; we must look at the islands as a group. We must see how they are situated, learn what the climate is, see how the shape, size, and appearance of the land may affect the people who live there.

There are more than seven thousand islands in the archipelago which comprises the Philippines. From the northernmost of the islands, on a clear day, it is possible to see the distant shore of the islands of Japan. The island of Borneo is just thirty miles away from the southern tip of the Philippine archipelago. In studying the position of the Philippine Islands it is well to consult a map of the Pacific area in order more fully to understand relative distances and locations. Simple comparisons of distances may prove helpful in this phase of the study. For example: compare the distance from New York to San Francisco with that from San Francisco to Manila; also from Honolulu to Manila with Tokyo to Manila.

In general the Philippines are mountainous islands although there are very fertile valleys and plains on some of them. Some of the islands are so small as to be mere coral reefs. The total coast of the Philippines exceeds that of continental United States.

The principal islands are Mindanao, the largest, and Luzon on which is located Manila, the capital and principal city; other large islands are Mindoro, Panay, Samar, Cebu, Negros, Palawan.

Since the Philippines lie entirely within the Torrid Zone, the temperature is always warm. In fact, many of the residents of Manila find it much more comfortable to retreat to the mountains when the heat is greatest—in May and June.



by
ANN OBERHAUSER

The climate has, of course, produced a great variety of beautiful plants and other types of vegetation. There are rare and beautiful flowers, great quantities of valuable and useful woods, and other plants which are desired by modern agriculture and industry.

One of the most notable things about the Philippines is the great number of birds of all types. There are over seven hundred kinds which include parrots, parakeets, cockatoos, plovers, and various types of jungle fowl. There are crocodiles, snakes, and lizards in the Philippines. Yellow-fever-carrying mosquitos formerly were a serious menace, but modern methods of sanitation and swamp control are lessening the danger. There are many bats in the Philippines.

Farming is the chief occupation of the people of the Philippines. But there are large areas which, although suited to cultivation, are not so used.

Rice and corn are the main grain crops. Manila hemp is grown from a plant which closely resembles the banana plant. Tobacco is an important product. The Philippines have almost a world monopoly on copra, dried coconut. Coffee, sugar are also raised in great quantities.

Whenever we hear the word gold we are likely to imagine all sorts of beautiful ornaments and jewelry and other lovely things. Perhaps that is why gold is the most sought-after metal.

NOW BEING SO HEROICALLY DEFENDED BY AMERICAN AND FILIPINO FORCES

It is found in considerable quantities in the Philippines but it is not the only metal which may be mined there. In fact, the mineral deposits of the Philippines are not fully known and have not certainly been worked to produce the great quantities of valuable and useful products which experts say lie buried there. The known minerals in the Philippines in addition to gold are lignite (a poor grade of coal), silver, copper, iron, asbestos, salt, sulphur, gypsum. Oil is another natural resource which has not yet been fully developed.

Most of the people in the Philippines make their livelihood by farming. The size of the average farm is about six acres but this does not prohibit the natives from raising large quantities of rice, which is the staple food, and corn.

However, it may also be said that the greatest industries of the Philippines—excluding mineral workings—are dependent upon agriculture. The most important of these is copra which is the dried meat of the coconut. In addition the coconut also supplies coconut oil which is extremely valuable for many things including military essentials.

Lumber will provide, in the future, an important export. This does not mean that lumber is not already an important product; however, the vast forest lands of the Philippines are almost untouched and contain such a variety of valuable woods that their importance can hardly be overestimated.

In addition to the industries about which we have spoken, the government encourages home industries which are carried out in Filipino families. Among these are the making of straw hats, weaving cloth, basketry, and embroidery.

The people of the Philippines can be placed in these classifications according to the three periods of migrations to the islands. The original inhabitants of the islands, according to some authorities, were the Negritos (pigmy blacks); then came a Malay migration during which time the people who have built the famous rice terraces (see January 1942, Junior Arts and Activities) came to Luzon. The second mi-

gration brought civilized tribes of the type now comprising most of the inhabitants of the islands. Lastly came the Moros who live in the southern part of the island. They are Mohammedans.

Magellan visited the Philippines on his famous voyage around the world. Somewhat later a group of Spanish navigators claimed the islands in the name of Philip II of Spain. The missionaries from Spain succeeded in Christianizing and civilizing large portions of the population so that, in contrast to the Japanese directly north of the Philippines, the inhabitants of the islands were for several additional centuries in touch with western civilization.

As the power of Spain declined, her policies in connection with the rule of her colonies became more despotic. During the Spanish-American War the natives were in an acute state of dissatisfaction bordering upon revolt. Spain, therefore, ceded the islands to the United States for the sum of \$20,000,000.

The Philippines really wanted complete independence and this, through a series of laws, the United States has pledged itself to give them. As a matter of fact, 1946 is the year destined to see the Philippines—the Commonwealth of the Philippines—completely free of any outside ties. However, with the coming of war to the islands even though the United States should be successful in holding them against attacks and invasions, the question has been raised as to whether the Filipinos will now want independence.

Since the United States has taken over the care of the Philippines, great strides have been made in the fields of sanitation, education, and conservation of natural resources. At the present time, almost all of the teachers employed in the public schools are native Filipinos. Besides regular classroom subjects, great stress is placed upon health education, vocational training, and native handicrafts. The government owns almost all of the forest lands and administers them for the benefit of the islands. Also the government has control of the railroad and the coal, oil, and some other industries.

(We believe that we may best describe the Philippines by showing boys and girls just how a typical family on the islands lives and works, what kind of food is eaten, what the members do for recreation, etc. The children will discover valuable facts not only about the islands and their position in current world affairs but about the social life of the people.)

Our Filipino family are the Torianos—Papa Toriano; Mama Toriano; Mario, who is a grown man and works in Manila where copra is made ready to export; Lucia and Celestina, his sisters; and Toto, his little brother. The Torianos live on the island of Luzon and Papa Toriano grows rice on his little farm. Their house is an especially fine one; it has sides made of lumber which came from a saw mill, it is raised from the ground so that it will not become flooded when the heavy rains come, and it has a wonderful thatched roof which keeps out the hot midday sun.

While Toto and Lucia and Celestina go to school, Papa Toriano works with his faithful carabao (a large animal used for plowing fields, pulling carts, and other purposes) in the paddy fields. Early in the spring the fields are flooded and the little rice cuttings are planted. The carabao especially likes to work in the muddy fields and so Papa Toriano is glad he is able to own such a fine beast. Later in the summer, the water is let out of the fields and the plants grow and become ripe. In the dry season when the fields are yellow with the ripened grain, everyone goes into the fields to help with the harvest. Even Mario comes home from Manila to work with his parents, brother and sisters.

Of course, once in a while the rice crop is not very good and then everyone is sad. One year, when Toto was a baby, a hurricane swept over the island and destroyed the crop. It destroyed many houses, too, but Papa Toriano had built his well and so the hurricane did not harm it. The hurricanes originate near the island of Guam which is not in the Philippines but many miles east in the vast Pacific.

Inside the snug little house Mama Toriano works cooking meals for her family, making their clothes, and doing fine embroidery which she sells to buyers from Manila who go from place to place getting fine, hand-woven cloths, hats, mats, baskets, and the embroidery of the skilled Filipino women.

The food which the Torianos eat is simple. It consists of rice, fruits such as the banana, pineapple, papaya, etc., and both the milk and the meat of the coconut. The people have wild boars and various kinds of fowl for meat. Some wilder tribes eat meat of dogs, too, but the Torianos do not live in such a part of the country. When Mama Toriano prepares food, she uses pottery and metal utensils which she has bought at the open market in the barrio (village) near her home. All the people bring their wares to sell on market day. Hand-

made articles as well as manufactured goods brought from Manila are offered for the happy Filipinos to buy.

Mama Toriano makes beautiful clothes for her children and herself. First she weaves the cloth, sometimes using the fibers of the pineapple plant. Then she sews fine dresses for herself and Celestina and Lucia. She decorates these with brightly colored flowers embroidered in her best fashion. For the men members of her family she makes shirts of sparkling white which are cool to wear in the hot country which is the island of Luzon.

And when all these things are done, Mama Toriano still finds time to embroider for other people. Because the Filipinos are such fine craftsmen, they are encouraged to continue to make embroideries and hats and to weave cloth, baskets, and matting. This they can do in their own homes and people the world over can have the beautiful products of these home industries. When Lucia and Celestina come home from school they help her, too. But Lucia likes to weave baskets best. She learned how to do so at school where she studies the same things that American boys and girls study in addition to learning how to weave.

Toto is learning about farming so that he can help his father when he grows older. All the children learn their lessons in English.

Now that we have seen something of the life of the people in the country, let us see how Mario, who lives in Manila, lives. Mario works in a warehouse where copra is brought before it is shipped to America and other places. The copra is the dried meat of the coconut. The coconuts have valuable oils, too. Dried coconut is used for many things; from it oil used in cooking and making cosmetics is obtained. This oil may also be used for making explosives. Shredded coconut is used for candy and other confections. After the oil has been removed from the copra, the pulp is made into cakes which are fed to cattle. Cattle thrive on this food.

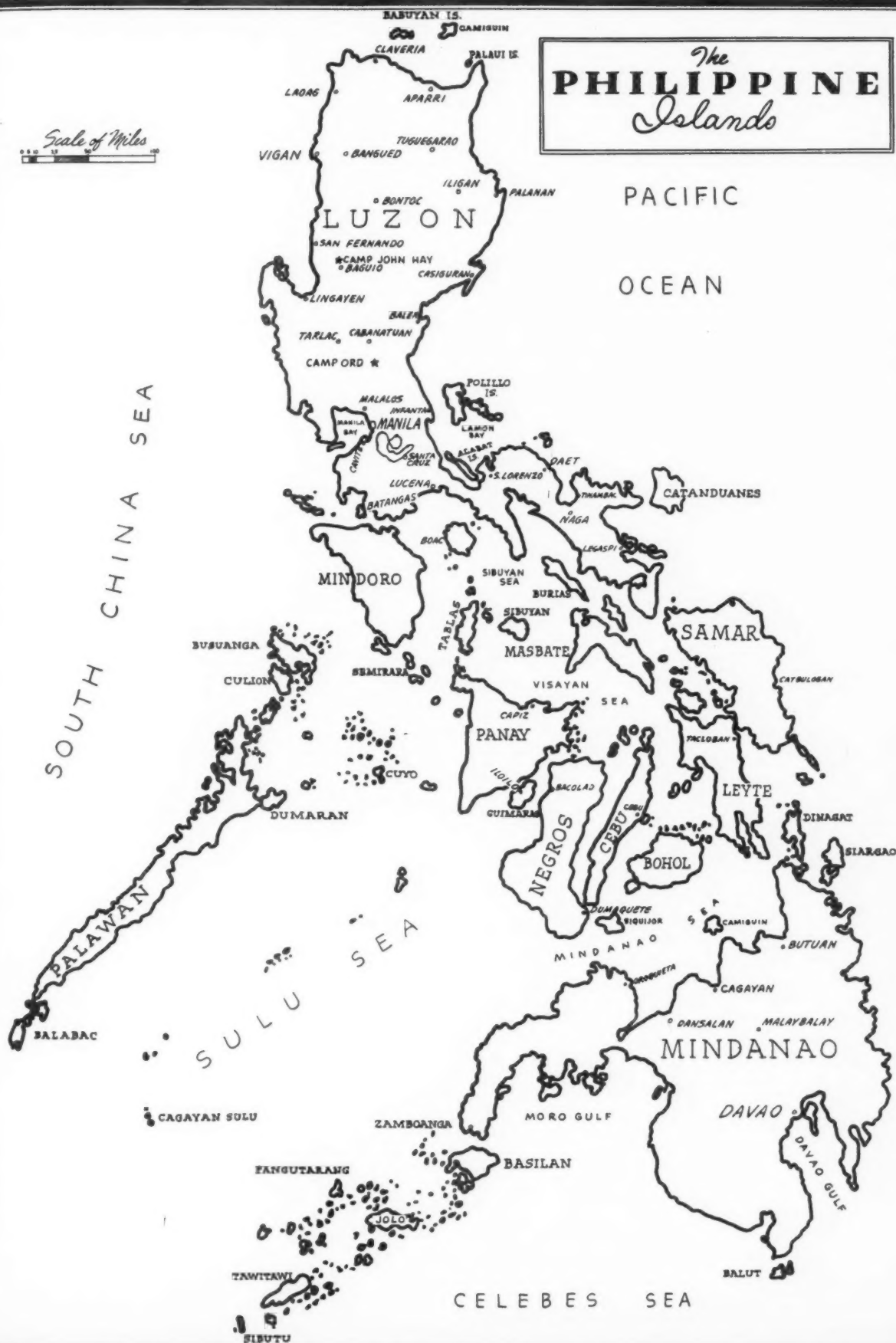
Mario goes to work at eight o'clock each morning in Manila but already the hot sun is beginning to make the people swelter. At noon, Mario as well as all the other workers in Manila cease work and take a midday nap called a "siesta." Then they continue with their tasks.

In the evening Mario sometimes walks along the beautiful boulevards of Manila or he joins a group of his friends at some political meeting or social gathering.

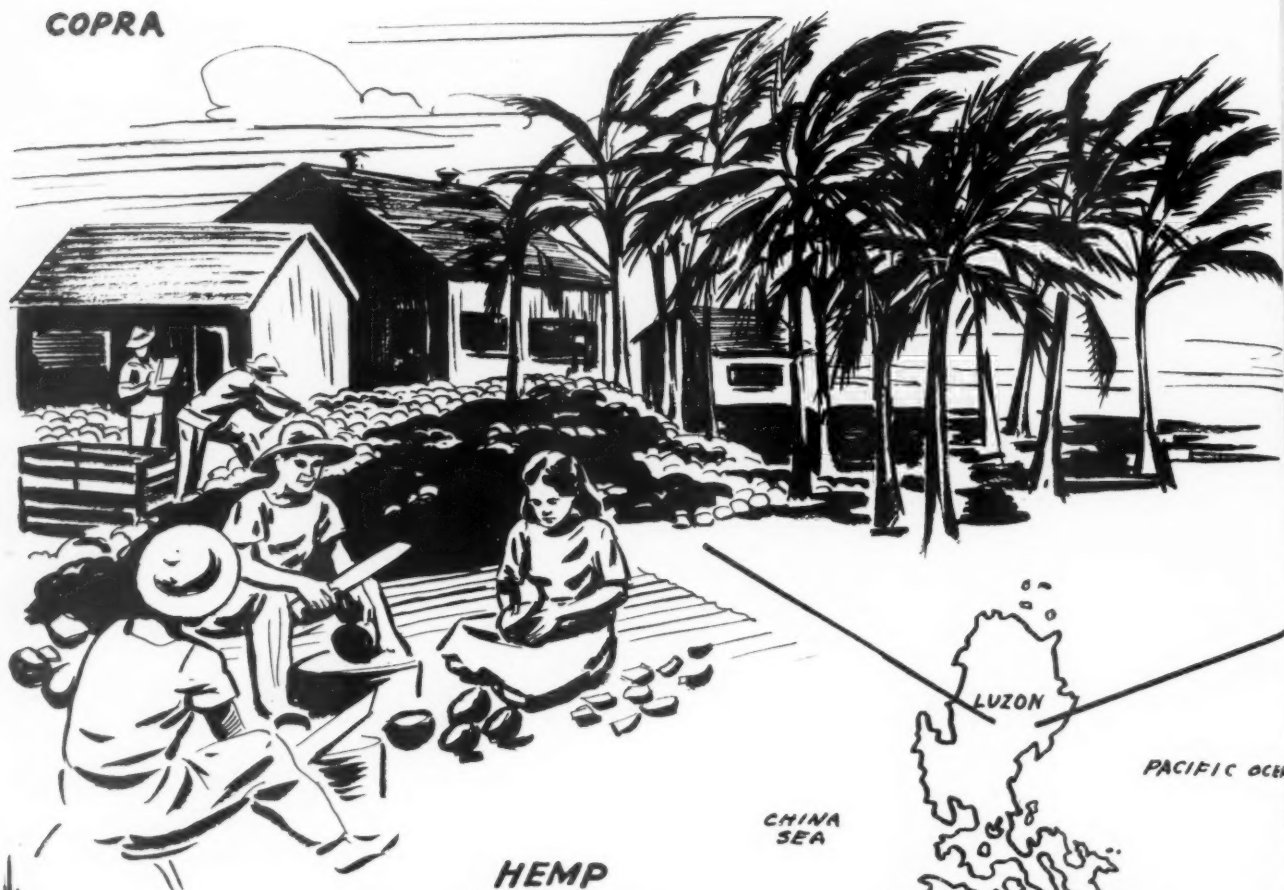
(Continued on page 43)

The PHILIPPINE Islands

Scale of Miles
0 10 20 30 40 50



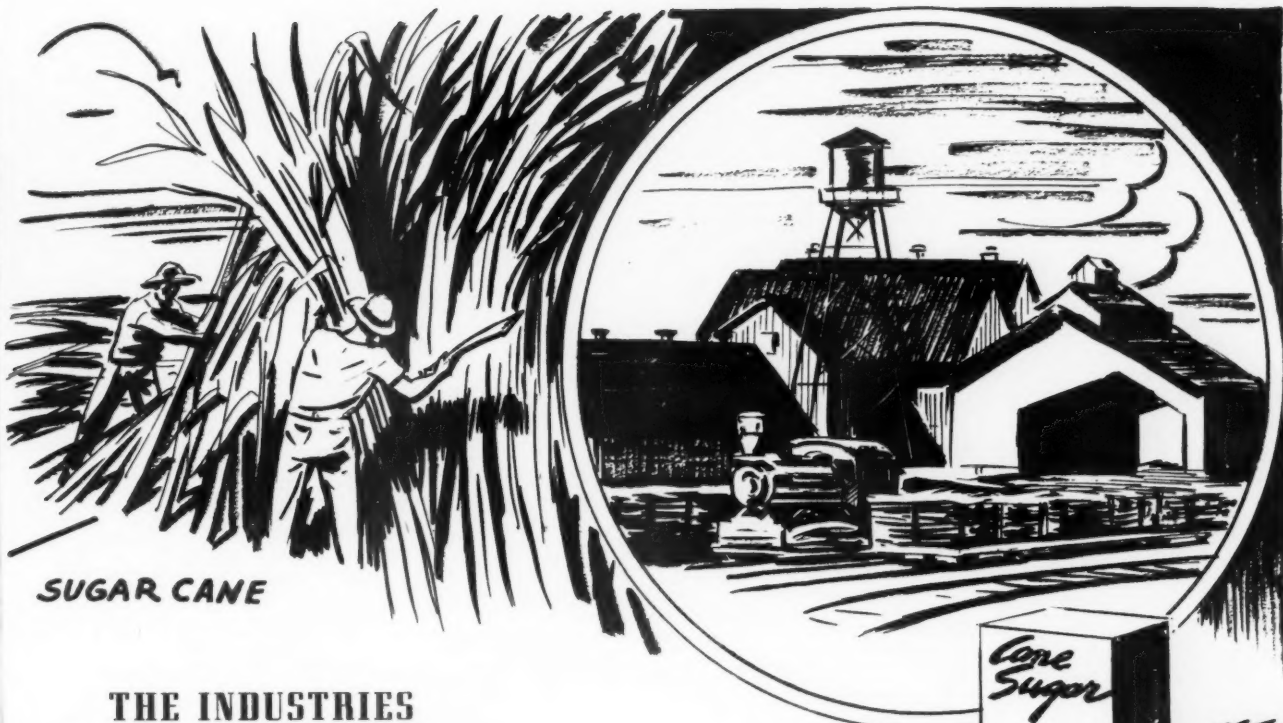
COPRA



HEMP



The
indus
Luzon
(from
islan
come
and
islan
Use
large
will
page
of the
some
Re
show
Philip
need
a rec
The
of a
want



SUGAR CANE

THE INDUSTRIES OF THE PHILIPPINES

These pictures show scenes of the various industries of the Philippines. On the island of Luzon copra and sugar are important but coconuts (from which copra is obtained) grow on the other islands, too, as does sugar cane. Manila hemp comes principally from the island of Mindanao and the center of hardwood lumbering is on the island of Negros.

Use scenes of the native industries to make a large classroom chart. The center of the chart will be a map such as the one on the opposite page. Around this map may be grouped pictures of the industries. Indicate, as we have done or by some other means, where these industries flourish.

Remember that the industries which we have shown are not the only important ones in the Philippines. Mining is important, too. You will need to do a bit of research before you can have a really complete chart.

These pictures may also be used as the basis of a notebook which members of the class will want to keep during the progress of this unit.



HARDWOOD LUMBER



A THREE-DIMENSIONAL MURAL

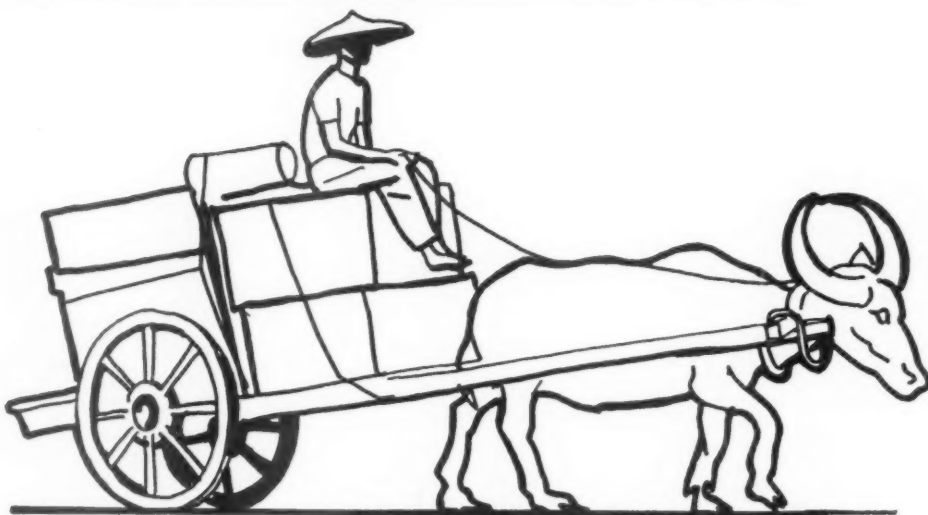
This mural may be as long as the class desires it to be. The background should show the mountains and vegetation of the islands. Where the class wants to depict boats and fishing, the background will, of course, be the sea.

The figures are those characteristic of the Philippines—people, animals, industries, houses, transportation, etc. As a matter of fact, the class will think of many things as the study proceeds.

The background may be painted with tempera paints or colored with crayons. Brilliant colors will be most effective.

The figures are sketched on heavy paper, colored, mounted on cardboard and backed with easels, and placed before the background.

This mural will look particularly attractive if it forms a border at the back of that corner of the room used for Philippine display.



A class who have had rhythm band or orchestra experience have had a chance to develop both rhythm recognition and discrimination. Folk games and dances also provide this training. When a teacher is unable to obtain instruments, records, or other facilities for a band and is not familiar with folk games, she may wonder how to develop this ability in her class.

The procedure outlined below may be used in kindergarten and arranged for the lower intermediate grades.

After the class has sung a song with a pronounced rhythm in 2/4 or 4/4 time, the teacher says, "I wonder if you felt the time in the music. All music has time as well as a tune. Let us clap hands softly in time with the music as we sing our song."

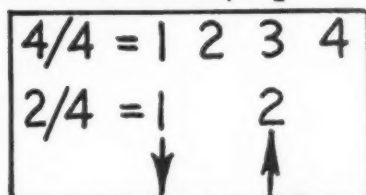
With the teacher as the guide, the class clap on the main or first beat of each measure.

"How many have seen pictures of a man who stands in front of an orchestra and keeps time for the players?"

Many children have seen this at movies if not in reality.

"Let us keep time as he does. Hold up your arm. We shall go down, instead of clapping, and raise our arms between each beat."

The teacher demonstrates the strokes as given in the diagram, and the children do the same as they sing.



"Good. Wasn't it easy to be a time-keeper? As you listen to radio music, practice keeping time. Next class period we shall do some other games."

The next class period, after the group have covered the study material or learned the new songs to be taught, the teacher says, "Who remembers how to keep time?"

Someone, may volunteer to do it for the group. If he does well, the teacher might ask him to remain in front of the room and lead the others as they sing.

"Today we are going to pretend we are toy soldiers. Do soldiers keep time poorly or well? Who moves more stiffly, real soldiers or toys? We shall have to keep our arms stiff, too. Stand straight and tall by your desks. Move your arms stiffly, from the elbow, up with the right, down with the left; one goes UP as the other goes DOWN."

The teacher demonstrates and the class imitate her motions. After every-

RHYTHM RECOGNITION AND DISCRIMINATION

PART I

by
LOUISE B. W. WOEPPEL
Supervisor of Music, Ralston, Nebraska

one has the idea she might say, "Let us keep time by rows to see which row has the best toy soldiers."

If time permits, the best row might keep time, in front of the room, to show their skill.

If more drill is needed on 4/4 rhythm, the teacher reviews this activity. Later she says, "How many people have seen a drum major? Who can show the class how a drum major steps? Today we shall practice being drum majors. Stand beside your desks. Put both hands at your waist. Later we shall use our hands. Today we want to use only our feet. Watch how high I step."

The teacher takes a position at the front left-hand corner of the room. Here she can see all the children and her right side is easy to see and imitate.

"Let us count ONE when we step down with our right foot and TWO when we step down with our left foot. Hold your right foot high, ready to begin."

The teacher demonstrates and sets the speed, while the class imitate.

"Point your toes down as you step. Let us all march slowly toward the front of the room. Keep in your rows, because I want to choose the best row."

The row that is best might be allowed to parade across the front of the room.

The next class time, after a review of the above foot drill, the teacher says, "Where does the drum major keep his left arm as he marches? What does he do with his right arm?"

If some child says he twirls a baton, the teacher might mention how clever that is, but the class has to learn first how to use feet and hands at the same time.

"Let us stand beside our desks. Left hands at our waists, backs straight and tall, LEFT foot up and RIGHT hand up. When we say ONE both foot and hand come DOWN. When we say TWO both foot and hand go UP."

The class practices slowly until everyone has the idea of feet and hands used

together.

"Let us try marching to the front of the room in rows. Pretend you are holding a baton in your right hand."

Later the class may use pencils. If the group can find a baton for one person, that should be given to the child whom the class considers the best "time-keeper."

If possible, the young marchers should have a chance to march to a record or piano. Perhaps, at recess or noon they might visit a room where one is available.

By this time the class should be able to march fairly well to 2/4 or 4/4 rhythm. Little children need not be told that sometimes they step on every beat, sometimes only on every other beat. Intermediate children may inquire about that and should be told that if the music is written in 4/4 rhythm and is played rapidly, it is simpler and looks better to step to every other count—on ONE and THREE.

If some of the children have drums, horns, xylophones, and so on at home, suggest that they bring these instruments to use for the marching band. If the group has a rhythm band, that, of course, is an excellent accompaniment. If the performers bring their instruments some specified day, preferably Friday, the group can perform alternately to their own music. The drum major might take his place and perhaps the group could parade into the other rooms in the primary department. If the children do unusually well, they might stage a number for the older children or their parents.

Each period, before the children begin marching, ask them to listen first to hear what the music tells them to do. That idea will help them to transfer their response from 2/4, 4/4, and 6/8 rhythms to 3/4, 3/8, and some 6/8 numbers.

FOR DEFENSE



**BUY
UNITED
STATES
SAVINGS
BONDS
AND STAMPS**

• MOTHER NATURE'S FRIENDS •

Something alive in the classroom will stimulate the children's interest especially during this period of the year when little boys and girls are apt to be a bit sluggish in their enthusiasm for school. It was fascinating for us to watch faces light up when we brought a small aquarium into the classroom. They were most excited as they followed the wiggling movements of the goldfish swimming around in the green seaweed.

In order to carry out this kindergarten science unit we first obtained a large bowl. It would have been much better had we been able to secure an aquarium. We filled it with sand, stones, gravel, sea shells, ornaments, seaweed of different varieties, water, fish, and snails.

We discussed the possibility of using the goldfish as the subject of our science book for February. The boys and girls liked this idea very much. They began dictating the beginning of the story which we would finally print on small sheets of paper and place in the book. Here is the way they began to tell of their experiences with the goldfish:

OUR GOLDFISH BOOK

This book tells about our goldfish and snails.

We like to watch them because they are so pretty.

We like to do some of the things the fish do.

We can play or swim in water but we should die if we lived in water.

We breathe oxygen and give off carbon dioxide just like the fish.

We breathe through our nose while the fish breathe out of their gills.

(Note: Miss Altmann never attempts to explain simple scientific phenomena even to her kindergarten children without using the proper terms.—Ed.)

We have a mamma and daddy just like baby fish.

People eat some kinds of fish.

Goldfish are too small.

Goldfish are just ornamental.

Goldfish are pets.

DISCUSSIONS

Each day we talked about something in the fish bowl or some feature about goldfish. After a feature was familiar to all the boys and girls they cut out a paper likeness of it. The best of these were used in the completed book.

We have goldfish in our room.

The fish were put in a big round green bowl.

It is a glass bowl.

We have to be careful not to break it.

by
YVONNE ALTMANN
Kindergarten Director
Oshkosh, Wisconsin

Our Goldfish Book

The larger the aquarium the bigger the fish grow.

In a large pond they grow two feet long.

Our big goldfish is named Orangie.

Orangie is two inches long.

The little fish is named Silkie.

Silkie is one inch long.

The big fish has a big fan tail.

The tail is orange with black on the end.

Orangie swims with his tail and his fins.

He uses his tail to steer.

All goldfish swim the same way.

Orangie has many scales on his body.

We have to be careful not to break it.

Orangie breathes with his gills.

The gills are located on each side of his head.

They go back and forth.

All fish have scales and gills on their bodies.

The fish secrete roughage just like we do.

If they do not, they become sick.

The fish float up and down in the water.

The fish swim in the water.

The fish drink the water.

The fish live in the water.

They breathe in the water.

They die if they are not in the water.

Sometimes the water becomes very cold.

If our room is hot the water becomes warm.

The goldfish like the temperature of the water between 40° and 80° F.

A gallon of water is necessary for each inch of fish.

Green water is good for sick fish.

It is rich in dissolved oxygen.

Fish need to breathe oxygen to live.

A lot of light made algae grow in the water.

Algae has no roots, no leaves, no stems.

It grows very fast.

This is the way the water can be cleared.

Remove the fish. Put the bowl in a dark place for a few days.

Then skim off the dead algae.

Return the fish to the bowl.

A bowl with algae can be kept as a hospital tank for sick fish.

There is sand in the bowl.

The sand is orange and black.

The water makes the sand wet.

The sand looks darker when it is covered with water.

There are pretty stones and sea shells in the bowl.

Algae grows on the sea shells.

The stones and sea shells make the bowl look pretty.

This is the fish house.

Orangie likes to go into the house.

Silkie likes to go into the house.

The snails like to go into the house.

The fish bowl has seaweed in it.

Seaweed is green.

There are different kinds of seaweed.

Our seaweed is planted in the sand.

Some aquarium plants float on top.

It is better to have too much seaweed than not enough in the bowl.

Plants give off oxygen.

Fish need the oxygen to breathe.

Plants use up the carbon dioxide the fish give off.

The fish give it off when they breathe.

Fish nibble the seaweed and give off nitrogenous wastes.

Plants use this to grow.

A well-balanced bowl does not have to be changed or replanted more than once a year.

Fish eat fish food.

A little fish food is given to the fish every morning.

Fish like a variety of popular pet fish food.

Fish like ground puppy biscuit.

There are snails in the water.

The snails are red.

We have little snails and big snails in the bowl.

Snails eat fish roughage and seaweed.

Snails like to crawl on the sand.

Snails like to be in the seaweed.

When we had composed our stories about the fish and snails and other aquarium details and had made cut paper pictures of the various details, we set about making our book. The pictures and stories were stapled onto Manila paper. The cover of the book was made of yellow poster paper.

To decorate the cover, we cut out a fish bowl, fish, seaweed, etc., and stapled them in such a way as to resemble our real fish bowl. By covering the entire paper bowl with colored cellophane, we had a realistic fish bowl.

(Next month—Pussy Willow Book.)



Goldfish



tadpoles



OUR GOLDFISH BOOK

The things shown on this page are those found in most fish bowls and aquariums. You may use pictures of them to make the cover of your goldfish book.

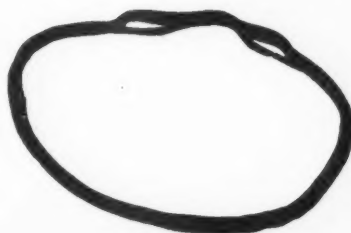
First cut a goldfish bowl from green paper. Next cut fish, snails, and other living things which you have in your fish bowl. Cut them from whatever color paper you think is best for the fish and other things.

Make a castle, the rocks, the seaweeds and other plants, and the shells in the same way.

If you don't think that the paper fish and other things look as pretty as they might, use crayons to make them the right colors.

Don't forget the sand (cut from orange paper) for the bottom of the paper fish bowl.

Now you are ready to paste the paper fish bowl onto the cover of the notebook. After that has been done, paste the other objects on the bowl so that they will look as pretty as possible. If you have a piece of cellophane, cover the entire bowl with it.



• AMERICA AT WORK •

New Ways To Make RUBBER

Among the strategic materials needed to win this war, rubber holds a most prominent place. Moreover, it has a fascinating story which will make it a popular subject for study. The work of scientists to make a synthetic rubber completes the last exciting chapter in the story of this vital commodity.

Everyone in the United States has been told that there will be a very definite curtailment of rubber for the uses which Americans have long considered indispensable for ordinary living. This curtailment, of course, is most felt in the withdrawal of new rubber tires from civilian use. Rubber must be used to supply the army, the navy, and the air corps with the tires and other things necessary for a mechanized military machine.

Why has this curtailment become necessary? A glance at the map which was printed in Junior Arts and Activities for January (pages 24 and 25) will show that it is approximately 8288 miles from Singapore to San Francisco. It is from the territory around Singapore—the Dutch East Indies, the Malay States, French Indo-China, Sumatra, etc.—that most of our rubber is obtained. Now those areas are menaced by our enemies. It is no longer possible to be certain of our supplies of rubber from this part of the world.

Of course, we do obtain some rubber from the republic of Liberia in Africa, but shipments across the Atlantic Ocean are also endangered.

For a long time scientists, industrialists, and members of our government have been studying the problems which would arise if we were cut off from our supplies of crude rubber. Such famous inventors as Thomas Edison gave this problem much thought and spent much time in experimentation with substances which, it was hoped, could make America independent of rubber from across the seas.

First of all, scientists had to discover exactly what rubber is. They spent much time analyzing it and studying its properties—how it looked, what it would do, what happened when other substances were added to it, what would happen if something now present were taken away from it. After they had discovered these things, they set about finding something else which would contain the same things or at least would have the same properties the principal of which are elasticity and toughness and resistance to wear. This is not as simple as it sounds because scientists have been trying for more than twenty years to make a successful rubber from materials near at hand. They believe that now they have conquered all the problems

involved except producing their products on a large scale and producing them cheaply enough so that they may be used for all the purposes for which rubber is needed.

Two different types of materials were developed which could be used as "synthetic" rubber. The first of these contained the same materials as natural rubber and, of course, acted in much the same way; the second did not, as scientists would say, resemble rubber chemically but it did do the same things that rubber does—it could be used for the same purposes as natural rubber.

These substitutes for natural rubber were made from chemicals which are plentiful and which can be converted into rubberlike materials in a much shorter time than it takes to grow a rubber tree and harvest the milky substance—latex—from which rubber comes. Machinery for making this type of rubber is expensive and the processes are rather complicated. Although manufacturers believe that their products are much better for some things

than natural rubber, not much is made because of the expense involved.

But when Thomas Edison set out to help find the solution to the problem which America is finding so vexing today he did not try to make rubber from various types of chemicals as others had done. He believed that there must be other plants which contained the same latex which the rubber trees furnished and which could be grown extensively in the temperate climate of the United States. Working on this principle he examined and studied more than 4,000 different types of plants. Unfortunately he died before he completed his experiments to his own satisfaction, but he did make rubber from the goldenrod plant. In fact, he developed a giant goldenrod which he called Goldenrod Gigantica.

Recently, other people have been experimenting in California with a Mexican plant called guayule. It has been found that this plant produces more rubber than the goldenrod but, whereas the goldenrod takes but six months to develop, the guayule shrub requires four years before it reaches commercial importance. Of course, experiments have been going on for a long enough period of time so that for the past several years rubber from the guayule shrub has been obtained.

With all these various methods of obtaining rubber in the United States there seems to be one important stumbling block: it is more expensive to process the "synthetic" rubbers than it is to import rubber from faraway lands. However, now that our normal sources of supply are cut off, it will be necessary to produce this type of rubber no matter what the cost.

Another thing which has been tried is the planting in the warmer parts of our own country and in Central America of trees from which rubber is obtained. This, if successful, will eliminate the dangers of a long sea voyage and will secure for America an adequate supply of a most vital material. It is unfortunate that these experiments did not begin sooner.

Many people believe that, since some plants have been found to contain latex, others which may be more widely grown will also produce this necessary raw material. The dandelion and the common milkweed have been suggested. Indeed, in Russia some experiments with the dandelion have proved successful.





MILKWEED



HEVEA RUBBER TREES



GOLDEN ROD

Victory rides



on Rubber!



GUAYULE PLANT

SYNTHESIS
IN THE LABORATORY



DANDELION

• SAFETY IS OUR DEFENSE •

1941 was a year of many accidents and many more fatalities than in 1940 and 1939. Motor car drivers in the cities and on the highways increased the death rate more and more as the days passed. Pedestrians became as careless as the motorists; buses, trains, and airplanes all took their toll of human lives.

Now, it is 1942. It was our hope that our people would profit by the losses of so many of our citizens within our own boundary lines. Fate has put a different complexion on the matter. We are now at war with strong powers that wish to destroy us and all that we stand for. They will stop at nothing to achieve that end.

However, I think our enemies underestimate the stamina of the American people; for the moment disaster was thrust upon them, they arose as one united nation. We know whom we must fight and we know what we must do.

On the subject of safety, our plans will have to be changed considerably, just as all other matters of importance will have to be changed. The teachers will have a hard job ahead of them but they can become helpers of inestimable value.

The children are as ready to respond to defense plans as adults, so it is really up to the teachers to help parents and children formulate plans in their own communities that will be most helpful in this campaign.

We have long been called a wasteful nation and perhaps it is only too true. But haven't we grown to be the most wonderful country in the world—and the happiest? Perhaps we have been able to enjoy life with equal rights for all! It was our heritage and we had a right to enjoy ourselves in our own way. That is the reason we wish to keep it.

School programs now will have ample opportunity to include lessons on saving, giving, helping, and self-preservation as never before. People will become more loving and loyal toward each other and will be more willing than ever to work for the safety of our citizens and undoubtedly for the defense of our nation.

One thing that will surely decrease will be fatalities from motor cars, for with the shortage of rubber and essentials that are needed for their upkeep, civilian motor cars will not be able to travel so much and so far. Our

and now **DEFENSE IS OUR SAFETY**

by
HAZEL MORROW DAWSON
Instructor, Kansas City, Missouri



government has urged that motorcar owners drive as little as possible and to drive slowly and carefully to make their tires and cars last longer. Teachers can teach these facts to the children and they in turn will carry the plea to their parents. Of course, most parents right now are doing everything possible to co-operate, but some will not begin to be saving until they have to. Slower driving and less driving certainly will have its effect on the reduction of traffic accidents.

Another thing teachers can do is to teach the history of the American Red Cross. It has an interesting history and knowing about it will increase children's interest and support. Find out what is being done by the Red Cross in your own community. Join a First Aid class if you have not already done so and teach the children some lessons in First Aid. They learn quickly and it is surprising how much they get and remember along this line.

Teach them that doctors and nurses will undoubtedly be called for duty in the Army and Navy and that they must try to avoid accidents because of the scarcity of doctors. Urge the parents to learn First Aid. Also, to

sign up in the army of workers for home defense. Perhaps in some communities there are many willing workers who cannot get materials for knitting or making bandages. If so get in touch with Red Cross headquarters and organize a band of workers in your school.

Teach the children to save paper, rubber, foil papers, and wire. Most schools now have plans whereby every little scrap of paper is saved and put into bales and turned in to be made over. Soap may become scarce, too, as so much of it has been sold to other countries or sent to them to help out in their emergency. Save everything that can be used in any way for materials for our defense.

Defense Stamps, too, are available in the schools. Children have seen them and heard them talked about for a long time, but a great many—especially smaller children—do not understand their meaning. This is a very good time to explain why these are necessary. Some children are not able to buy more than one ten-cent stamp a week, but they mean a steady increase each week. Parents are buying them at work but yet they are willing to let their children share also.

School children are very much interested in learning about tanks, guns, airplanes, bombs, and air raid sirens. It has now become our duty to give lessons about them. Find out the local rules on air raids and teach the children what to do in case of an attack. Some localities may have different rules, but whatever they are, teach them to the children and insist that they follow orders at all times quickly and without question. Obedience is going to be the most important factor in this great fight for defense. Soldiers must obey promptly in time of danger and so should everyone else.

In case a "Black Out" is ordered, impress upon each one the absolute necessity of obeying orders.

Above all, practice daily these things which are needed for children's defense. Teach them to be tolerant with children whose parents have come from other countries and not to indulge in petty quarrels. Teach them to salute the flag and arrange patriotic programs in which the parents will take part.

Then, too, the spiritual side must not be neglected for without the love of God, and a love for one another, the defense of our nation will go for naught.

SCIENCE FACTS

and HOW WE PROVE THEM

by
B. S. BRADBURY
Wyoming, Ohio

(Note: This science story is one which may be read to the class or which the boys and girls may themselves read. It is our belief that it will stimulate a greater interest in elementary science by encouraging experimentation. The teacher's help will be needed in preparing and demonstrating the experiments.)

It will be noted that the story is written expressly for the children and, since we have not usually presented material of this type, we shall appreciate the comments of our readers. —Ed.)

Some of the most interesting facts concerning things which are most common are often misunderstood or not even thought of at all. How many of you have ever stopped to figure out the fact that air (which we always take for granted) exerts tremendous pressure? Things as common as air, water, fire, etc., are the very foundations of our existence, and it is necessary that we understand all we possibly can about them.

Let us consider the fact that air exerts pressure. Take one of your mother's spools of thread, an empty one if you can get it. Then cut out a square of cardboard about one-and-one-half-or-two-inches square. Next, take a straight pin and push it through the cardboard in the center. Place the cardboard so that the pin will pass into the hole in the spool. Now for the fun—hold the spool with cardboard on it in an upright position and blow as hard as you can through the hole in the spool. Be careful not to blow outside the spool and make certain the cardboard is perfectly level on the spool.

What? You can't blow a piece of cardboard off the top of the spool! Do you consider yourself a windy boy or girl? This will prove whether you are or not. Try again. Just as I thought—no luck!

Well, let's see what else we can (or can't) do with the spool and cardboard. Take the spool in your left hand and hold the cardboard on the bottom of the spool with your right hand. Now remove the right hand and see if the cardboard will fall to the floor. It will. Can you explain why?

Next, hold the cardboard against the spool until after you have started blowing downward through the spool. Remove your right hand and continue blowing. Did you succeed in blowing

the cardboard from the spool? No? Yet when you stopped blowing, through the spool, it fell to the floor. Do you wonder why? Have you already figured it out? Good for you, if you have! The answer is that air exerts more pressure per square inch than you can by blowing through the spool.

Air exerts about fifteen pounds per square inch and if your cardboard is two inches square, there are sixty pounds of force on the card, and you just can't blow with that much force. The reason we don't notice such tremendous pressure is that it is exerted on all sides of us at the same time; therefore, we don't notice any pressure at all.

Try this little trick on your dad tonight.

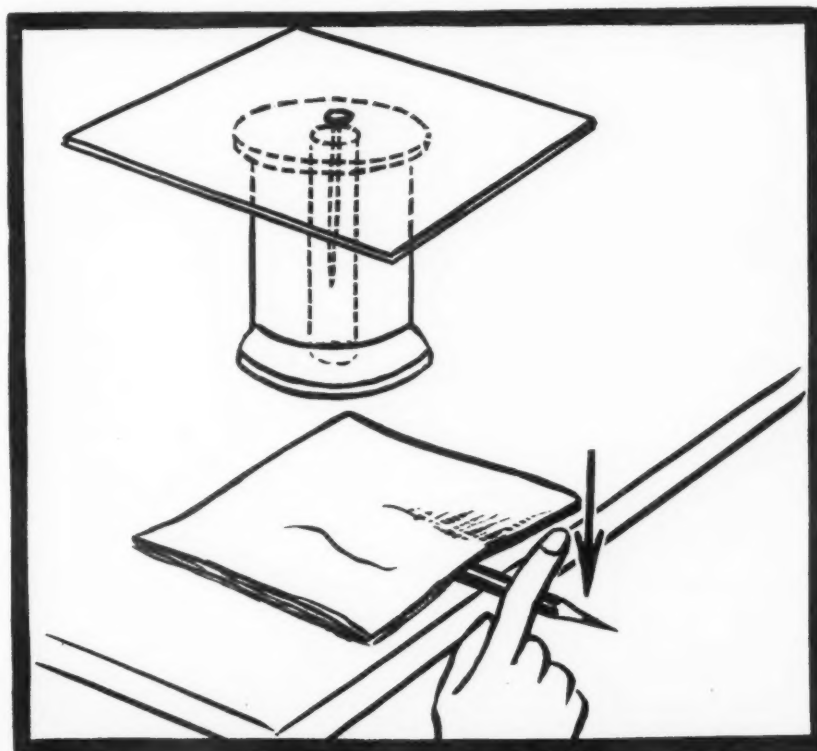
Supposing a person comes to you and says, "I can break a piece of wood

with the aid of a piece of paper." What would you say? You would, no doubt tell him to prove it.

Here is one way for you to try to see if it is possible. Take a long pencil and place it on the edge of the table. Hit it with your finger. The pencil will fly some distance from the table. Now take the pencil and place it so that about one-third of its length is beyond the table edge; then take a newspaper and fold it until you have three or four sheets about 8x10 inches.

Place over the pencil and smooth out as much as possible. Now place your finger on part of the pencil which extends beyond the table and push the pencil down. Naturally, the paper will be lifted from the table. Repeat the above instructions with this exception: after the paper is smoothed out on the pencil, don't push but strike the pencil on the very end sharply with your fingers extended. Does the pencil break? If not, try again only be sure you don't use daddy's best pencil. Caution: always stand to the side and never in front of the pencil when attempting to break it.

Note: Try the same thing using larger pieces of wood, but be sure you don't break a window or some glassware as the board might fly farther than you think if you don't succeed in breaking it.



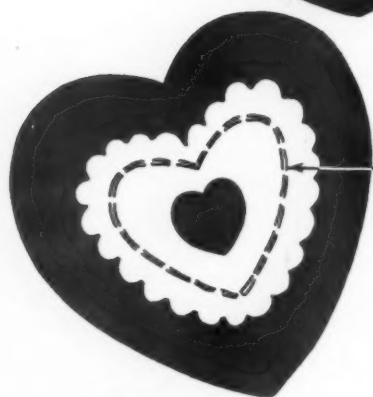
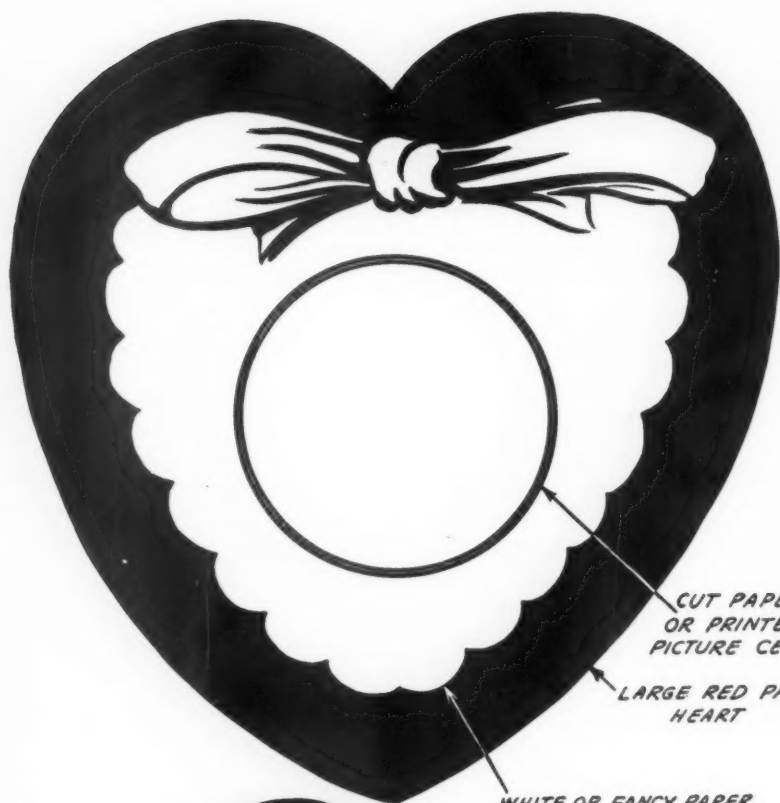
Valentine's Day

by
GRACE CLOSE
MILROY, PENNSYLVANIA

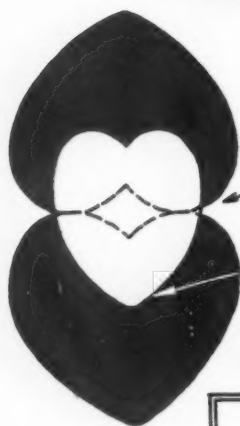
We like to make pretty lacy valentines by cutting hearts from bright red paper. We scallop the edge of a small paper doily so that it fits over the red heart. We use a paper punch to make holes through the heart. Then we tie a ribbon through the holes. We make the center look especially pretty by pasting a small red heart or a picture onto the white part. This kind of valentine is lovely to give to mother.

We also make funny valentines and trick valentines. The monkey is made, as you can see, by pasting hearts of different sizes. The jacket is a heart turned upside down and painted with white to make stripes. The eyes, nose, tail and buttons and lettering are black. Mount the monkey on white paper before making the tail.

Following the directions, you may make a folding valentine, also.



STITCHED TOGETHER
WITH YARN

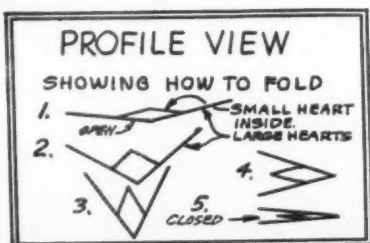


FOLDS
OUT

GLUE TABS TO LARGE
HEARTS

LARGE HEARTS CUT
DOUBLE, HINGED TO TOP

PARTIALLY OPEN



Classroom Work Chart★

Each Monday morning read the list of the tasks which you may perform during the week. If you are in grades 1, 2, or 3, pick out two tasks. Remember for some things more than one boy or girl will be needed to do the job well. Your teacher will tell you which jobs need more than one boy or girl. She will also tell you about jobs which we didn't place on the list. She will write them in

the blank spaces.

Do your job every day. After you have finished, place a mark in the chart under the proper day. If you have done 2 jobs, make two marks. At the end of the week, your teacher will give you a blue star if you have ten or more marks. Be sure to write your name and the month in the place we have provided.

MONTH _____ NAME _____

- | | | |
|---|--|--------------------------------|
| <input type="checkbox"/> CLEANING ERASERS | <input type="checkbox"/> WATERING PLANTS | <input type="checkbox"/> _____ |
| <input type="checkbox"/> CLEANING BLACKBOARDS | <input type="checkbox"/> SUPPLY CABINET | <input type="checkbox"/> _____ |
| <input type="checkbox"/> BULLETIN BOARD | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> LIBRARY CORNER | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TOTAL

BLUE STAR
TEN OR MORE

RED STAR
EIGHT TO TEN

GREEN STAR
SIX TO EIGHT

YELLOW STAR
FOUR TO SIX

Patriotism and democracy are important subjects for discussion at this time, but much of the material which is appropriate for consideration in the intermediate and upper grades will not fit the primary grades. However, all of us realize the importance of inculcating in even the smallest children a love of their country and this can be done if the right approach and a little ingenuity are used.

Before proceeding further, it should be remarked that, inasmuch as the children are primarily concerned with the things immediately surrounding them, any reference to the historical background of the flag and the beginnings of our republic should be made only after making certain that the objects of such presentation—inspiring a deep love of country and of the flag—will be achieved thereby.

AIMS

In addition to the primary aim of inspiring children with a love of country, any unit on patriotism fails of its objective if it does not also bring about an understanding of the duties and privileges which are afforded citizens of the country. It is well known that knowledge brings about love, and love engenders a desire to serve.

APPROACH

There are many possible approaches to this study. Perhaps the best is the playing of patriotic songs. Nothing is so stirring as hearing our national anthem played or sung well. Other patriotic songs are equally usable but perhaps not quite as effective as "The Star-Spangled Banner."

If the school is near army camps or other military centers, the children have probably seen soldiers marching or at least numbers of soldiers on leave in the town. "What are soldiers?" "What are they doing for us?" These are questions which may lead into a discussion of patriotism and its branches.

DEVELOPMENT

A preliminary discussion will bring several questions to the fore.

Why do people cheer the flag?

What does the word "patriotism" mean?

Why do people love their country?

Are loving the country and cheering the flag enough to show loyalty?

How does a patriotic citizen show his love for his country?

These and other questions will be answered by discussion and activities and research.

After the first discussion, the teacher should write on the board the things which the class intends to find out about patriotism. The first category might be

PATRIOTISM

A UNIT FOR THE PRIMARY GRADES

knowledge of country. Then she writes: "We must know our country before we can love it."

Since this is not a discussion of democracy (the children are too young for that), their "knowledge" will consist in learning about the things around them. What their country does for them will come first: defends them against enemies; protects them from disasters such as epidemics, fires, floods, etc.; provides education for all the people; it assures them of rights such as freedom to say what they will, worship as they will, etc.

If the children first learn what their country does for them, it will be simple to introduce the idea that since our country does these things for everyone it must be something.

What is our government?

Without going into details of the workings of a democracy, the teacher will explain to the children that the government is the people, that some of the people have been given the job of protecting all from enemies, that some fight fires, that some make laws, etc., but that all this is done at the request of all the people.

With the help of pictures and stories, these concepts of their country will be established in the minds of the boys and girls. Thus will knowledge be achieved.

The next step is the simple question: Shouldn't we love a country which does so much for us?

At this point, a review of the things learned might be well. The boys and girls should be so thoroughly aware of all that they possess as citizens of the United States that they will never forget them. During this study, because of the inability of the very young children to do a great deal of research, interest will have to be kept alive by displays of pictures showing patriotic scenes and pictures of the benefits of the American way of life. If it is possible, trips to those local institutions which are available should be made to let the children see at first hand the services rendered to them.

After the question of loving their country has been presented and answered, the teacher can introduce the element of service to such a wonderful country and flag.

What can we do to show our love for the United States, our country?

Here the children's own imaginations will come into play as they enumerate such things as obeying the rules of the community, state, and nation; co-operating with the government even when no law is involved (here is a good place to bring in the subject of Defense Savings Stamps, saving of paper and other materials, using what things they do have to the best advantage in this time of national peril); learning about the government so that they may be better citizens, etc.

ACTIVITIES

One of the most effective activities during a study of this kind is planning and presenting a patriotic program. This gives the children's enthusiasm full play and demonstrates most graphically the aims the teacher has in mind.

Excursions to various civic institutions—the post office, the fire station, the city hall, etc.—are helpful and make the study more interesting.

Art projects are a necessary part of this unit. We have suggested a stand-up poster which illustrates some of the words in our national anthem. The background and stand-up pieces may be changed to fit ideas which the teacher may consider more suitable for her group. Making shields and other patriotic emblems will stimulate the children. A large American Flag—preferably on the blackboard at the front of the room—should be used so that the children may have it before them as a constant reminder of their unit.

Dramatic play in the classroom is excellent. During the first part of the unit the children may dramatize the things which the government does for them; during the latter part, they may play at doing service for their country.

OUTCOMES

Perhaps the most important outcome will be an awareness of the seriousness of the situation around the boys and girls. If the war continues, as some predict, for a long period of time; increasing demands will be made upon everyone. The children will not be excluded. The teacher's work will be made much easier if early in the time of struggle the children are brought some understanding of the sacrifices and services which they will be called upon to make.

SOURCES OF MATERIAL

I Want to be a Good American Citizen, Dungan, Beckley-Cardy, Chicago.

Salute the Flag, Smith, Albert Whitman Co., Chicago.

Our Flag, Carman and Harbourt, Lothrop, Lee & Shephard Co., New York.

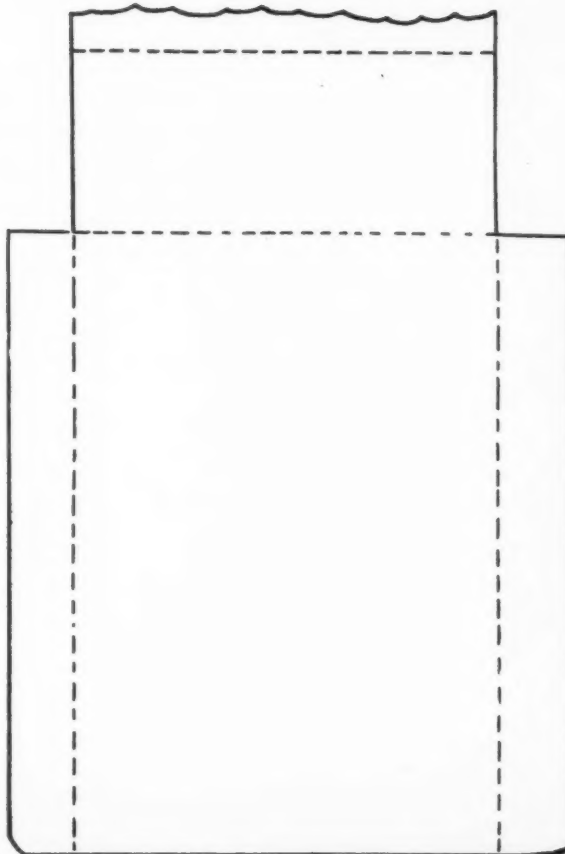
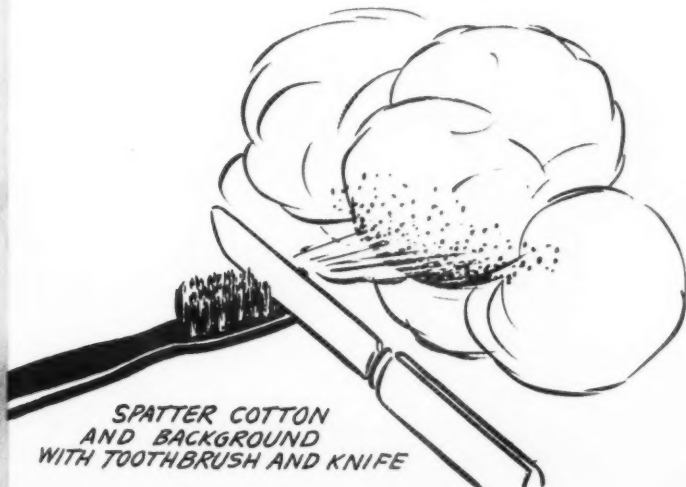
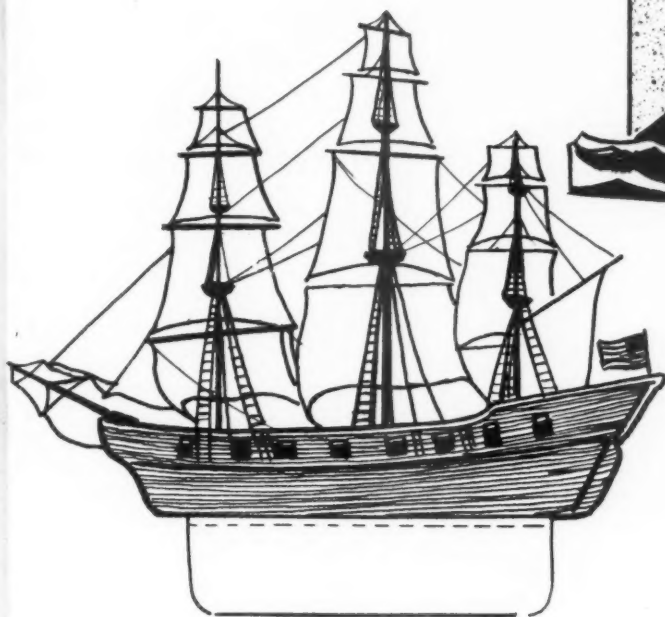
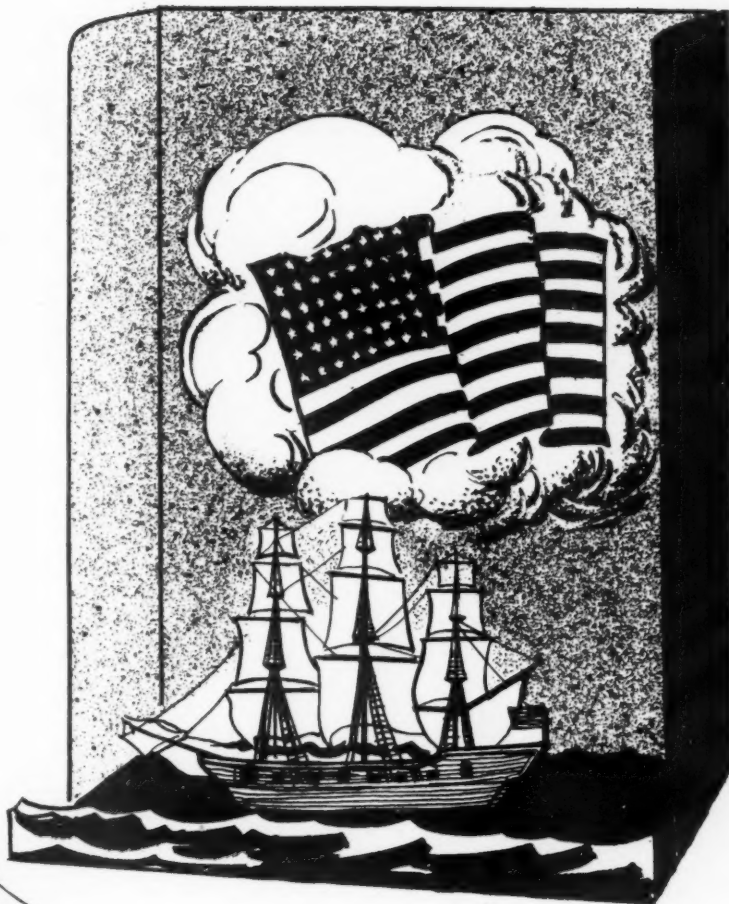
The Flag of Our United States, Moss, Rand McNally, Chicago.

STAND-UP POSTERS

"Oh, say can you see by the dawn's early light what so proudly we hailed at the twilight's last gleaming?" These beautiful words are taken from "The Star-Spangled Banner" — our national anthem. We have made a poster which we believe pictures these words. If you think of words from some other patriotic song, make a poster to fit them. Use our idea for a stand-up poster.

First make a background shaped like the form at the bottom of the page. It should be of cardboard and it should bend so that there will be two little sides, a floor part, and a part bent up in front of the poster. Now you are ready to color the background. Use blue tempera paints to make the sky and blue and white paint to make the ocean on the floor of the poster and the waves in front.

Make ships such as we have shown. Use heavy paper and have a small piece at the bottom to stick through slits which you should cut in the floor of the poster. Color the ships. If you have a small flag made of cloth paste it in the middle of the background. You may paint one, too, if you wish. Paste pieces of cotton around the flag for clouds and spatter dark blue around the edges so that the cotton will blend into the background.



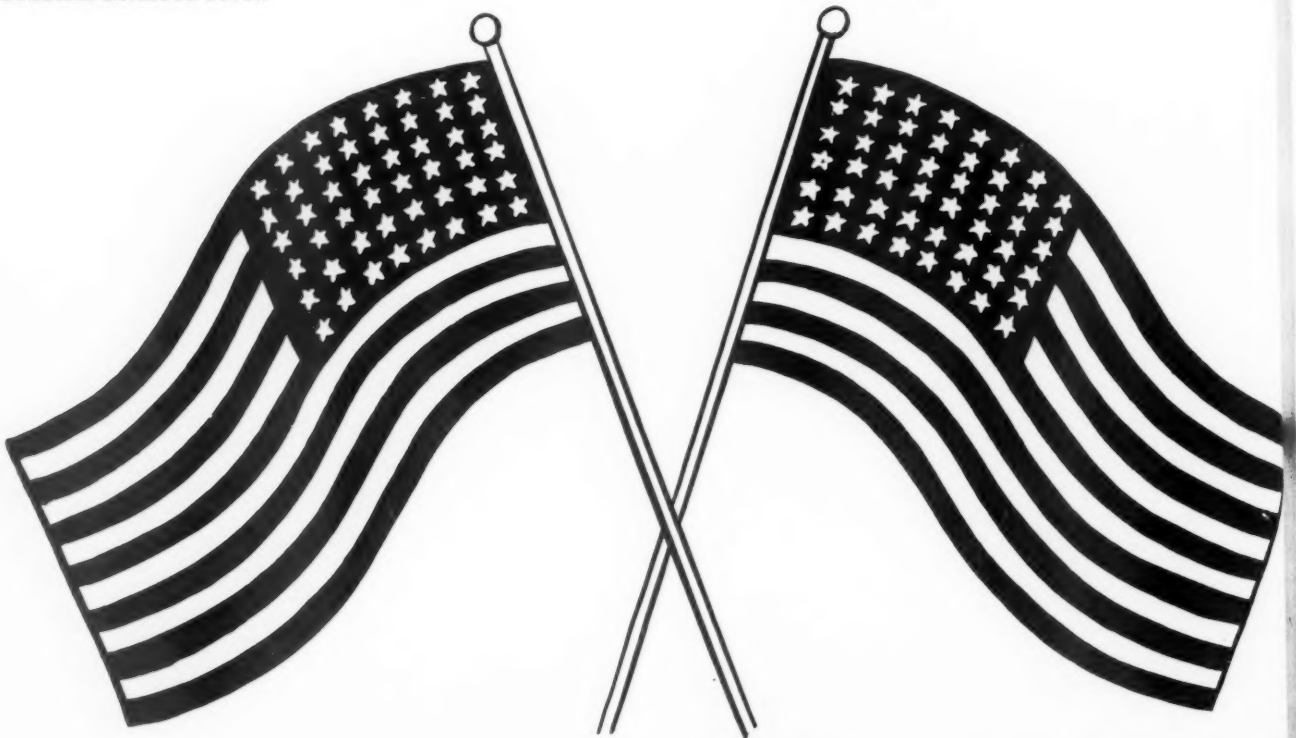


Here are some fine designs for you to use when you study about patriotism. There are many other times when you can use them, too.

Make notebooks about your study of patriotism. Decorate the pages with shields and flags. Color the stripes of the shields and flags red and white and make the fields blue.

Perhaps you will like to use the Liberty bell and George Washington's hatchet to make border designs. Cut these out of red and blue paper and mount them on white paper.

The eagle with its wings proudly spread will make a beautiful notebook cover.



• AIR RAID •

What To Do When The AIR RAID WARNING Sounds

Because Junior Arts and Activities desires to co-operate with government agencies in our "all-out" war effort, the following announcement from the United States Office of Civilian Defense is printed. These are emergency instructions for schools. It is requested that they be read and adhered to. They will be effective until further notice.

1. WHAT TO DO WHEN THE AIR RAID WARNING SOUNDS ("Howling" siren, short blasts, or other local general warning)—Sound the school fire alarm in a special way (short rings, etc.). Have each class leave its room in order as in fire drill. Conduct classes to the Air Raid Refuge.

Do not permit any pupils to leave the building.

Do not allow any pupils to return to classrooms until "All Clear" signal is given.

Do not send the pupils home.

These protective measures will require organization, planning, training, and drill. They should be started at once.

2. AIR RAID DRILL—Use your fire drill organization to get pupils to the Air Raid Refuge. Have them file from the classroom the same way, in the same order, under the same leaders. But take them to the Air Raid Refuge.

3. THE AIR RAID REFUGE—The chance of a direct hit on any individual building is very small. You must guard against the blast of near-by high-explosive bombs, incendiaries, and falling fragments of antiaircraft shells.

You must get away from windows and from open doors. The large inside halls of most schools are suitable for an Air Raid Refuge. Do not use the halls on the top floor of the building. The cellar is a suitable Air Raid Refuge *provided* there are plenty of exits and *provided* any windows to the outside can be protected by a layer of sandbags.

Select the most protected places in the building—be sure they provide enough capacity to hold everyone without crowding. Be sure there is more than one exit.

It is important, too, that the Air Raid Refuge should have easy access to drinking water and toilet facilities.

4. WHAT TO DO ABOUT INCENDIARIES—Be sure the fire extinguishers are in proper working order. Be sure you have enough people—teachers or older pupils—who know how to use them. Appoint these people as fire guards. Have them take assigned posts when the Air Raid Drill sounds. Appoint a Chief Fire Guard.

If incendiaries hit the building, the fire guards should try to handle them, and put them out with water spray. If the fire gets beyond control, the Chief Fire Guard should sound the regular fire alarm. All pupils should then be conducted from the building as in regular fire drill. Class leaders should conduct them in an orderly fashion to shelter in nearby homes. Leaders must keep the pupils in control.

5. WHAT TO ORGANIZE—Do these things right away—they are essential *now*:

(a) Select the Air Raid Refuge—more than one if necessary. Be sure there is more than one exit.

(b) Determine how the school alarm will be sounded for an air raid.

(c) Assign a refuge space or refuge room for each class or classroom. Assign class leaders to conduct the drill—the same as for a fire.

(d) Publish full instructions; have them read over and over again to pupils. Have them posted on bulletin boards. Be sure every teacher and pupil understands them—*now*.

These things should be done at once. We are suddenly, unexpectedly, at war. When you have completed all of these things, it is time to organize your long-range planning.

6. HERE ARE SOME OF THE STEPS TO TAKE—The Department of Education or other school authority, under the direction of the local Defense Co-ordinator, should plan and adopt a war program for the duration. Here are some of the steps to consider:

(a) Appointment of school building wardens whose duties should be co-ordinated with their local zone or district Warden Service.

(b) Special transmission of Air Raid Warnings from the control center to school buildings.

(c) Fire Defense—Adequacy of present equipment, appointment of fire watchers (or fire guards), and special training in combatting incendiaries.

(d) Protective Construction—Quick and simple measures to provide additional security.

(e) Study of alternate Air Raid Refuges for teachers and pupils in case of fire. Depending upon location, suitable buildings in the neighborhood may be available for use as Air Raid Refuge.

It is desirable to explore this possibility in order to effect dispersion where it can be done without undue exposure to the children.

7. WHAT TO DO ABOUT TRAINING—Start your training now. Don't wait for the final plan. Drill your pupils to behave on an Air Raid Alarm just as they do on a Fire Alarm. Hold drill every few days until they are thoroughly accustomed to it.

Keep the morale of the pupils, so that if a raid occurs you will have experience in keeping them occupied. Organize first aid training for selected groups. Organize fire defense training for the fire guards.

8. ARE WE IN DANGER?—The answer to that is—we don't intend to be caught napping again—anywhere or anytime. We are not going to say again—"It can't happen here."

Don't rush around, don't worry, but ACT! These are simple precautions. Read them again. Think how you will apply them to your school. Then take the necessary action—*today*.

The United States office of Civilian Defense has something to say to parents. Perhaps it would be well to reproduce the following note of warning to fathers and mothers. Give a copy to each pupil with the request that they have their parents read it.

PARENTS! READ THIS

If an air raid should come while your children are at school, see to your own safety. Stay home, go to your refuge room, stay away from windows.

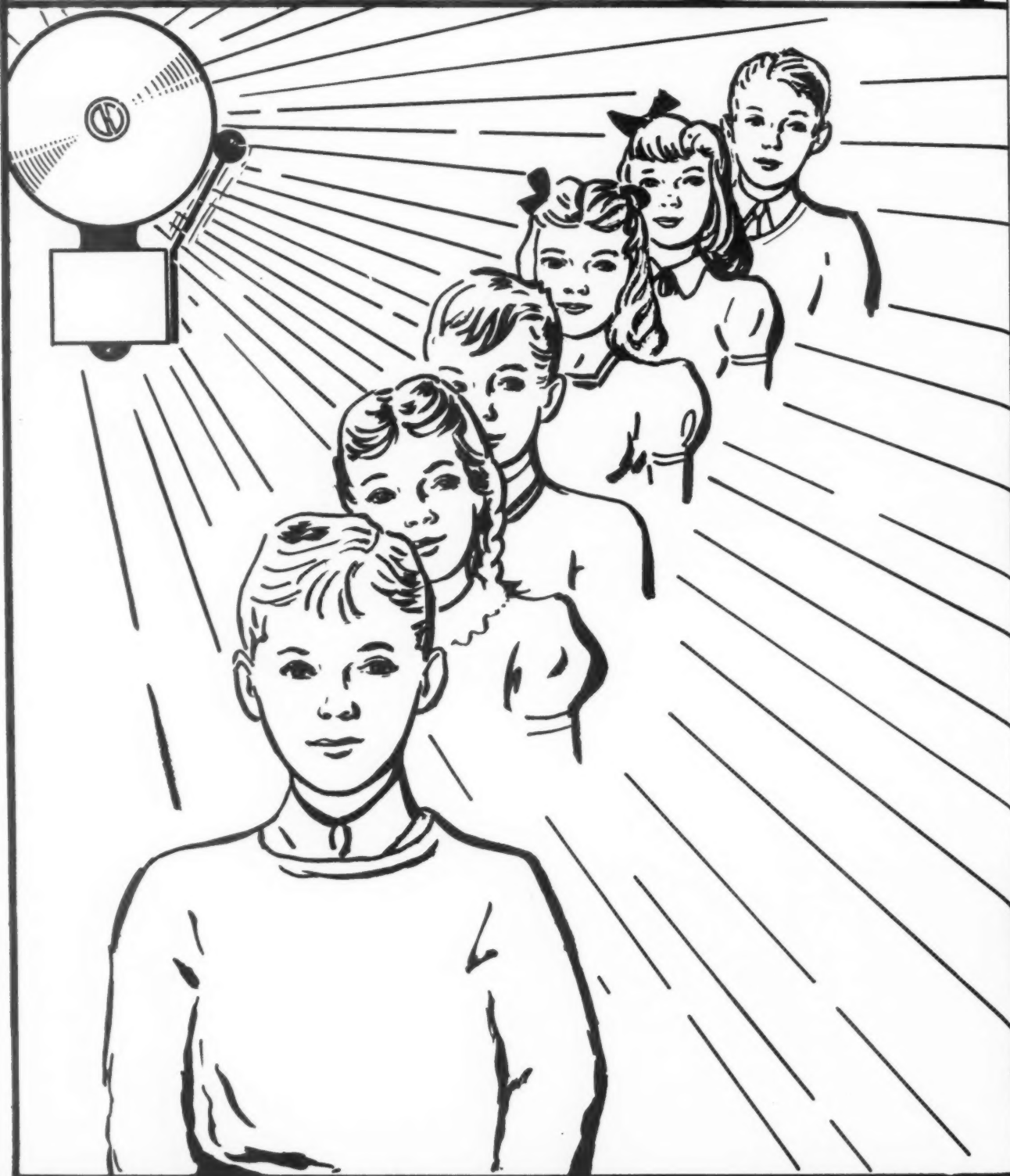
Do not try to reach the school. You could accomplish no good. You could do a great deal of harm by such action.

In an Air Raid, Rule Number 1 is to *stay off the street, get under cover*. On the street, there is the risk of falling shell fragments, racing cars, and fire apparatus. *Stay indoors*.

Do not try to telephone. The wires must be kept clear for the wardens, the police, and the fire department. You might prevent an urgent message from getting through.

This is hard advice. It's not easy to take. But it is for your best interest and for the welfare of your children.

WALK—don't *RUN*



The
Americ
be ach
diligen

Gen
he dec
as pos
able to
discov
were t
tions a
uated
and th

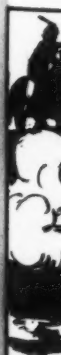
He m
structo

Perai
was m
pines.
clear t
gang a

Duri
mande
to the p
help th



S
A



AMERICA'S *Hall of Fame*

The life of General John Joseph Pershing—a great figure in America's Hall of Fame—shows us that success in America can be achieved by anyone if the virtues of study, obedience, and diligence are cultivated.

General Pershing was born in Missouri of poor parents. But he decided that he wanted an education—as good an education as possible. By the time he was seventeen years old, he was able to teach school. But he continued studying and, when he discovered that examinations for appointments to West Point were to be held, he prepared himself. He passed the examinations and was admitted to West Point as a cadet. After he graduated he fought in some of the campaigns against the Apaches and the Sioux.

He never lost his desire for study. When he was military instructor at the University of Nebraska he also studied law.

Pershing served in the Spanish-American War and after that was most successful in conducting military affairs in the Philippines. He was transferred to various positions and he helped to clear the border between Mexico and the United States of a gang of desperate bandits.

During the World War, General Pershing was made commander of the American forces in France and recently he wrote to the president and offered his services in any way which would help the United States win the present war.



GEN. JOHN JOSEPH PERSHING



SCHOOL IN WHICH
PERSHING TAUGHT

INDIAN UPRISINGS



SPANISH-AMERICAN
WAR

WORLD WAR I



PROGRESSIVE ART IN PROGRESSIVE SCHOOLS

by

HAROLD R. RICE

*Instructor, Teachers College, University of Cincinnati,
Art Supervisor, Wyoming Public School System, Wyoming, Ohio*

Children thrill at the thought of a party. Why not plan a valentine party in connection with the traditional valentine box and the exchange of valentines? Such an activity can be carried out in any grade. The suggestions to follow should be varied to meet the abilities and likes of the children in the particular situation in mind.

PLANNING

A successful activity must be carefully planned before it is executed. A group discussion of the problem should enter early in the activity. Here suggestions are tabulated and the unit outlined. The teacher may wish to furnish the food that is to be the crowning activity of the party. Children in the upper grades will want to prepare it themselves through the assistance of the domestic science department. Little heart cookies and valentine candies can be prepared in this manner.

After plans have been made, the group should be divided into smaller sections, each with some responsibility and a chairman to organize and carry out the activity properly. Frequent meetings of the group chairmen are necessary so that the complete unit will be properly co-ordinated. There will be times when it is necessary to call the entire group together for group discussions, also.

MAKING NECESSARY ITEMS

While it is not the purpose here to give a stereotyped outline to be followed rigidly, the suggestions will assist in the unit organization. When possible, everything should be made by the children. Decorations should be kept simple and be essential rather than the unnecessary frills of a mistakenly "arty" nature.

NUT CUP

Inexpensive semi-transparent drinking cups may be obtained for a fraction of a cent (Fig. 1-A). These may be decorated in many ways. (Fig. 1-B) shows a cup with a decorative cut paper collar. This is made by cutting a circle with scalloped edges. Little colored cut paper hearts may be added for design. An inner circle is cut at the center, the diameter being slightly smaller than the mouth of the cup. The circle is then slipped up over the bottom of the cup. As the cup is flexible, it can be forced into the circle

A VALENTINE PARTY



and will remain tight, (Fig. 1-B). The paper used may be colored cutting or construction paper.

Paper doilies can also be used as collars for the cups. (Fig. 1-C) shows a cup with a doily collar. The center of the doily has been cut away so that it can be slipped up over the cup.

Another attractive cup is constructed by merely covering the outside of the cup with colored cutting paper and then applying a simple heart pattern, (Fig. 1-D). Handles made from twisted crepe paper may be glued in place.

Older children will prefer something more decorative. The outside of the cup may be covered with colored crepe paper, the rough edges extending to the top of the cup, (Fig. 1-E). Bands of color can be pasted over the crepe paper. Tiny paper hearts may be added to the crepe paper handles.

FLOWER VASE

No table decoration would be complete without a vase or container of attractive flowers. An empty ice cream container or rolled oats box is used for the base, (Fig. 2-A). This is first covered with colored cutting paper, then decorated with simple heart patterns, (Fig. 2-B). There are many possibilities, a few of which are shown in (Fig. 2).

VALENTINE FLOWERS

In keeping with the theme of the party, the flowers may be made by cutting hearts and pasting them to stems of rolled construction paper, (Fig. 3). These can be made very simple as illustrated or can become very elaborate. A series of hearts may be pasted together to make flowers, (Fig. 3-B). It is also possible to make attractive flowers by pasting hearts of various sizes to twigs (Fig. 3-C).

PLACE MATS

Place mats may be desired. Using the heart as the motif, these are cut from paper napkins. A napkin is folded into quarters, (Fig. 4-A). This can be folded again, forming a triangle, (Fig. 4-B). Hearts cut from the center, corners, and edges will give an attractive mat, (Fig. 4-C). There are many possibilities with this phase of the unit. Individual designs for each service are interesting.

PAPER PLATES

The plate used in the service presents an interesting surface for valentine decoration, (Fig. 5). The heart is again used as the motif and experimentation will present many attractive designs. These should be applied to the plate proper with wax crayon over which a coat of shellac is applied. Poster paint would be unsatisfactory.

PLACE CARDS

A rectangular piece of paper with ends folded, (Fig. 6-A), can be used for place cards. Simple heart decorations add color and style to these cards, (Fig. 6-B). More advanced groups can plan intricate cards with irregular contour such as shown in (Fig. 6-C).

TABLE CLOTH

A length of white paper obtained from the neighborhood butcher makes an excellent table cover. This should cover the table completely. The group working on this unit can make the cover most attractive by planning heart motifs, (Fig. 7), and arranging these in pattern. The hearts are cut from colored cutting paper and pasted in place.

ASSEMBLING

The arranging of the different parts into a complete unit should be carefully considered. An excellent opportunity for instruction in the art of setting a table is afforded. A group discussion should be followed by group participation. (Fig. 8) shows a table set with the items made by the children.

OTHER POSSIBILITIES

The activity can be made much more elaborate. Crepe-paper hats will add color to the activity. The children will also make the valentines to be exchanged. A valentine box covered with crepe paper will act as the mail box. If interest is sufficient, a primary grade might follow into a post office unit after completing the valentine activity.

S

using
cut
n is
This
ngle,
cen-
e an
are
e of
each

sents
ntine
t is
men-
de-
the
over
lied.
tory.

with
used
cora-
ards,
roups
ular
(C).

ined
akes
ould
roup
the
heart
these
from
d in

parts
care-
op-
rt of
roup
roup
table
dren.

more
add
will
ex-
with
box.
grade
after

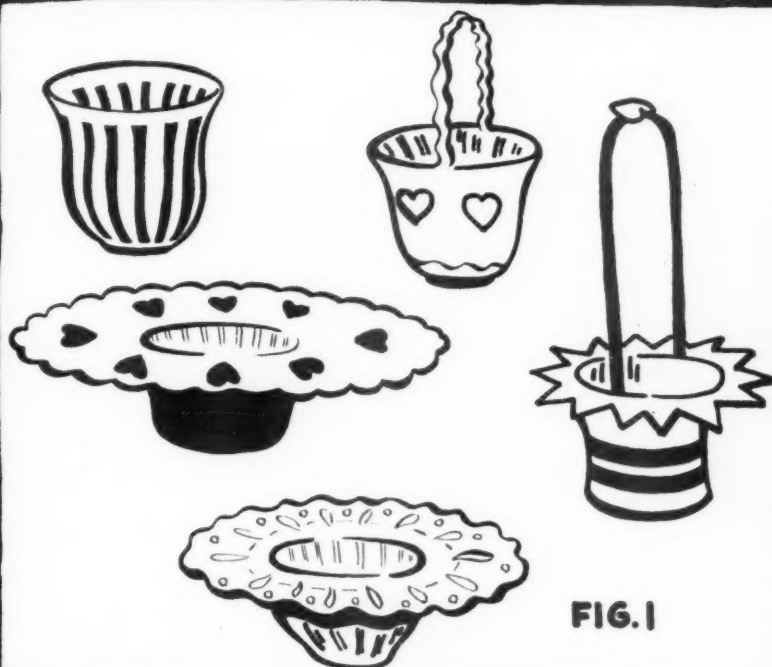


FIG. 1

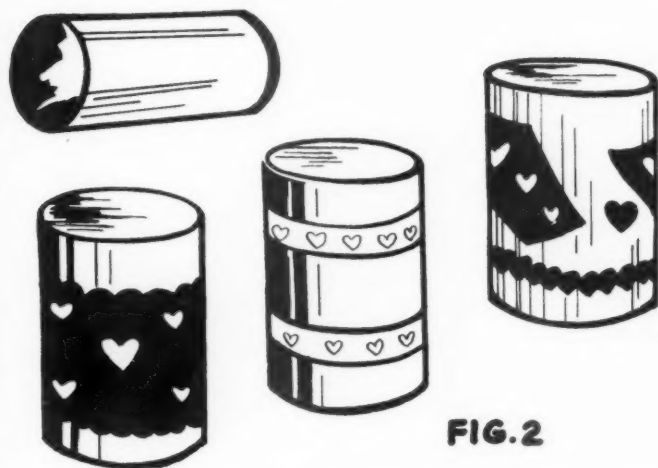


FIG. 2

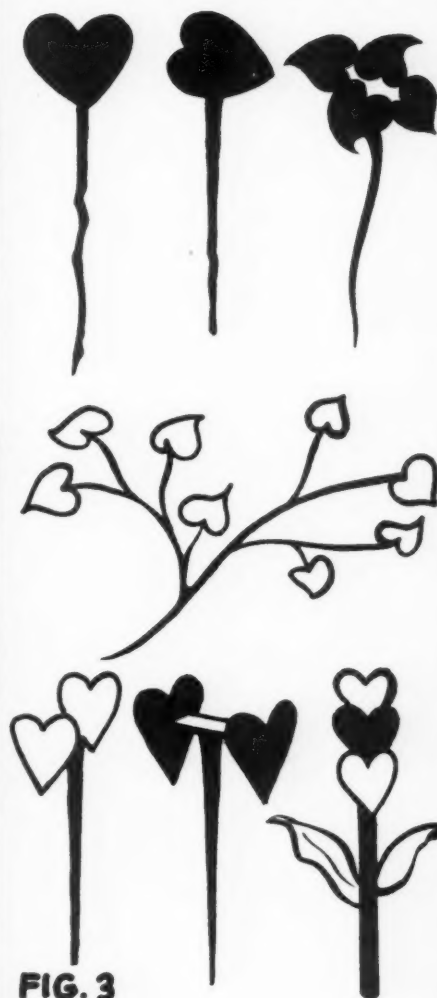


FIG. 3

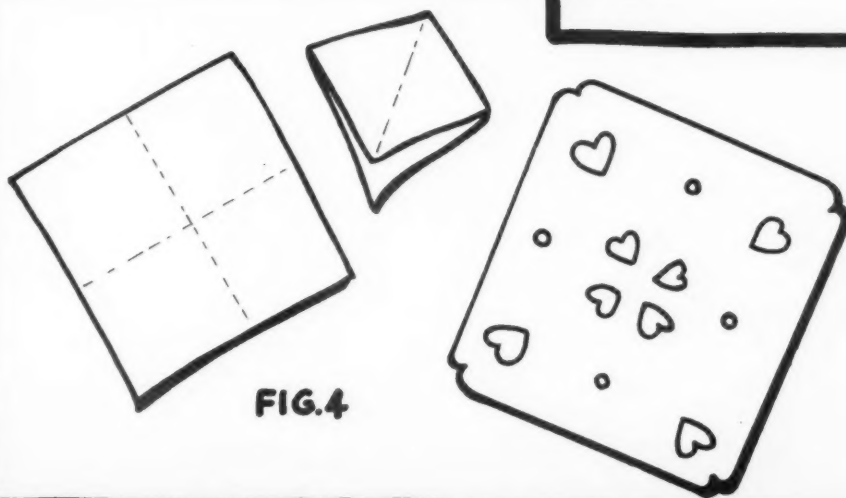


FIG. 4

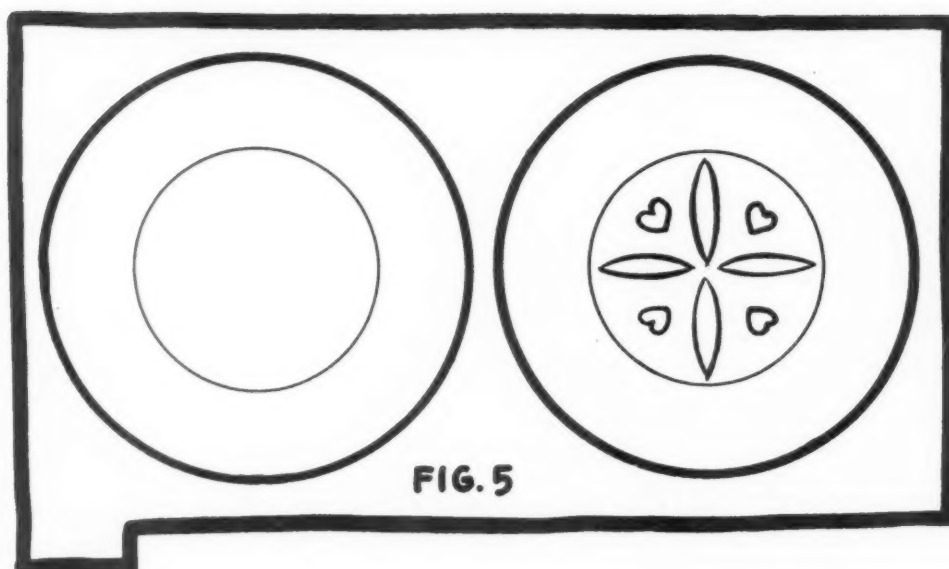
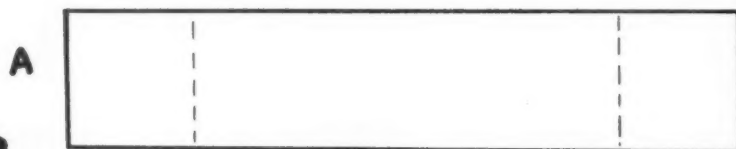


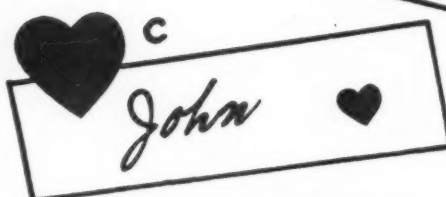
FIG. 5



A



B



C

FIG. 6

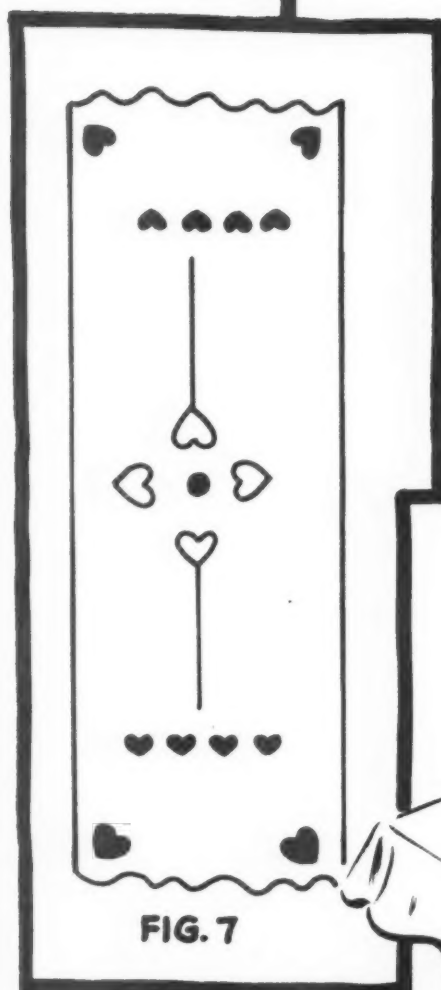


FIG. 7

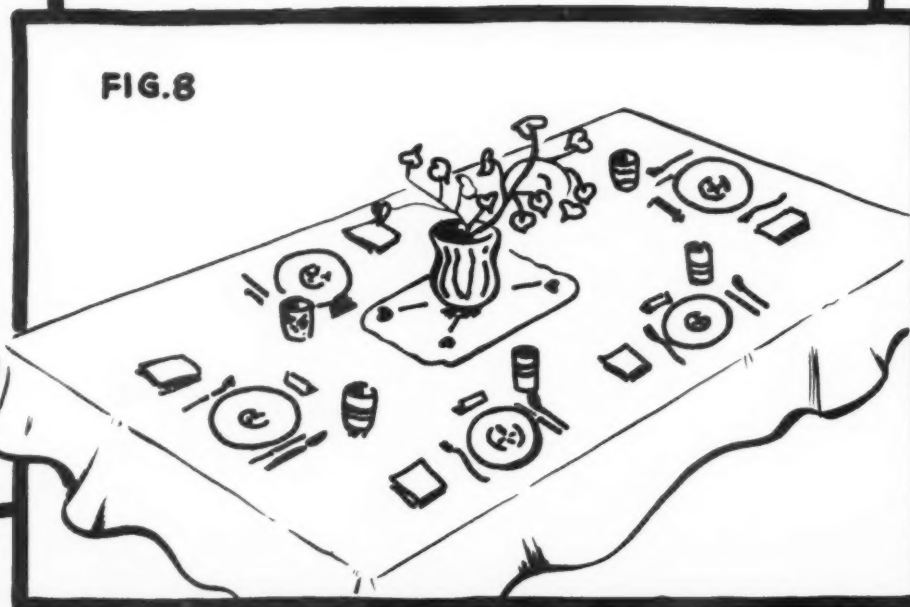


FIG. 8

MAKING A TERRARIUM

by

LELAND PERRY
Michigan City, Indiana

(Note: At this season of the year, teachers look for some activity which will put some interest into the dull weeks of late winter. Aquariums and terrariums are possible solutions to this problem. Here is presented an excellent outline for a terrarium activity. We also suggest use of the directions for making a type of terrarium which will be found on page 11 of the September 1941 Junior Arts and Activities.—Ed.)

OBJECTIVES

1. To teach children to plan their work.
2. To teach children to follow directions carefully and to observe rules.
3. To train in carrying out planned work.
4. To encourage initiative.
5. To teach new words through actual experiences.
6. To acquaint children with their environment.
7. To stimulate an interest in plants.
8. To learn about new plants.
9. To learn how to establish and maintain a terrarium.

INTRODUCTION

The children were interested in their aquarium. The teacher suggested that a terrarium was also an interesting thing for the classroom. First they wanted to know what a terrarium is. They discovered that it was a case containing terrestrial or land plants and animals or simply an "indoor" garden.

All were anxious to help in establishing a terrarium and we developed our plans by finding out the answers to the following questions:

1. What do we need?
2. How shall we proceed?

PROCEDURE

We discovered that we needed the following things:

1. Gravel
2. Charcoal
3. Leaf mold
4. Sand
5. Moss
6. Plants—small ferns, tiny evergreens, arbutus, rattlesnake plantain, mountain tea, wintergreen, bunchberry, and partridge berry.
7. Decorations or ornaments.

ACTIVITIES

One child brought a rectangular aquarium with a glass cover. The gravel,

charcoal, leaf mold, sand, moss, and ornaments were soon brought.

Next the boys and girls learned about the plants which were suitable for a terrarium. In order to have a better idea of just what a terrarium looked like, we visited a flower shop where several terrariums had been established. Here the children saw and learned the names of many different terrarium plants. They were then ready to proceed.

ESTABLISHING THE TERRARIUM

1. Clean the aquarium using salt and warm water.
2. Cover the bottom with a thin layer of gravel.
3. Add a layer of charcoal.
4. Over this spread a layer of leaf mold.
5. Add a layer of sand.
6. Wash each plant.
7. Make a slight depression and place the plants.
8. Place moss about the plants lightly so air can circulate about the rootlets.
9. Anchor ornaments.
10. Inspect the work so far accomplished.
11. Moisten the moss and plants.
12. Place cover in position and set completed terrarium in a cool light place for a few weeks.
13. Add animals—land snails, small turtles, etc.

MAINTAINING THE TERRARIUM

1. Keep it in a cool, light place.
2. Avoid direct sunlight.
3. Remove flowers and stems after the blossoms wither.

4. Do not overwater the terrarium.
5. Eradicate any insects.
6. Kill molds by spraying with a weak copper sulphate solution.

OUTCOMES

1. Children learned to co-operate in their work.
2. They learned to be careful observers.
3. Children gained information about how to establish a useful and successful terrarium.
4. They learned many new plants.
5. The children enjoyed establishing and maintaining the terrarium and were proud of their work.

There are other possible ways to make a terrarium, but the one described above seems to be best suited for use in the primary and intermediate grades.

The types of plants to be placed in the garden will depend, to some extent, upon the various sections of the country. In some schools it will be possible at this time of year to go on field trips to gather the plants for the terrarium. Many pupils may be able to bring healthy specimens from their mothers' indoor gardens.

However, from whatever source the plants may come, an imaginative class will be able to develop an attractive terrarium. One point not to be forgotten is that artistic arrangement is one of the most important factors in making a terrarium successful. Therefore, boys and girls will have practice in placing the plants so that the completed effect will be pleasing.

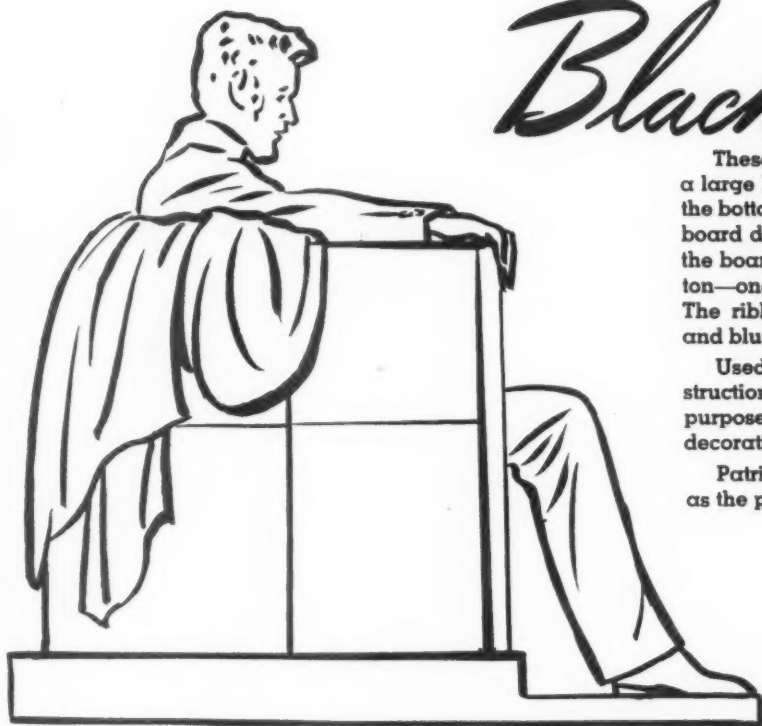


Blackboard DESIGNS

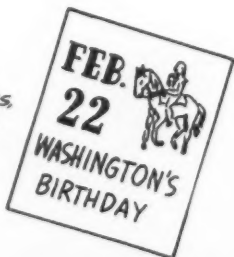
These designs may be used in a border or they may form a large blackboard decoration for the month of February. At the bottom of the page we have illustrated the finished blackboard decoration. This is made by drawing large circles on the board, tracing the design of Lincoln and that of Washington—one in each circle, filling in the outlines with white chalk. The ribbon and the shield should be made with red, white, and blue chalks.

Used in a border, these two designs may be cut from construction paper or drawn directly on the blackboard. For this purpose, the designs should be smaller than those used in the decoration.

Patriotic notebook covers may use either or both designs as the principal figure.



MAY ALSO BE USED FOR
BOOKLET COVERS, POSTERS,
WINDOW TRANSPARENCIES, ETC.

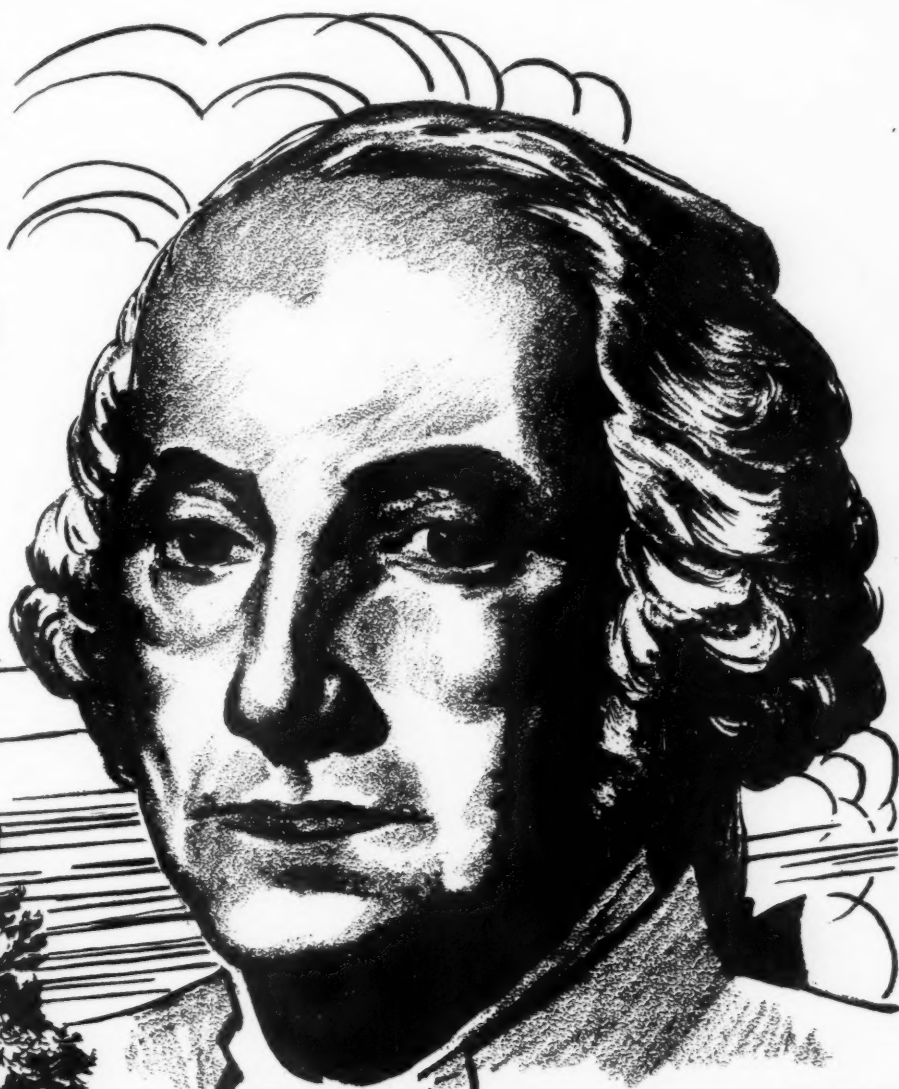


George Washington, the Father of our Country, was born February 22, 1732. Although we generally think of Washington as a stately gentleman surrounded by the luxuries which his era afforded, we must not forget that Washington was in more than one sense a pioneer. He fought Indians, cleared forests, built roads, surveyed the wilderness.

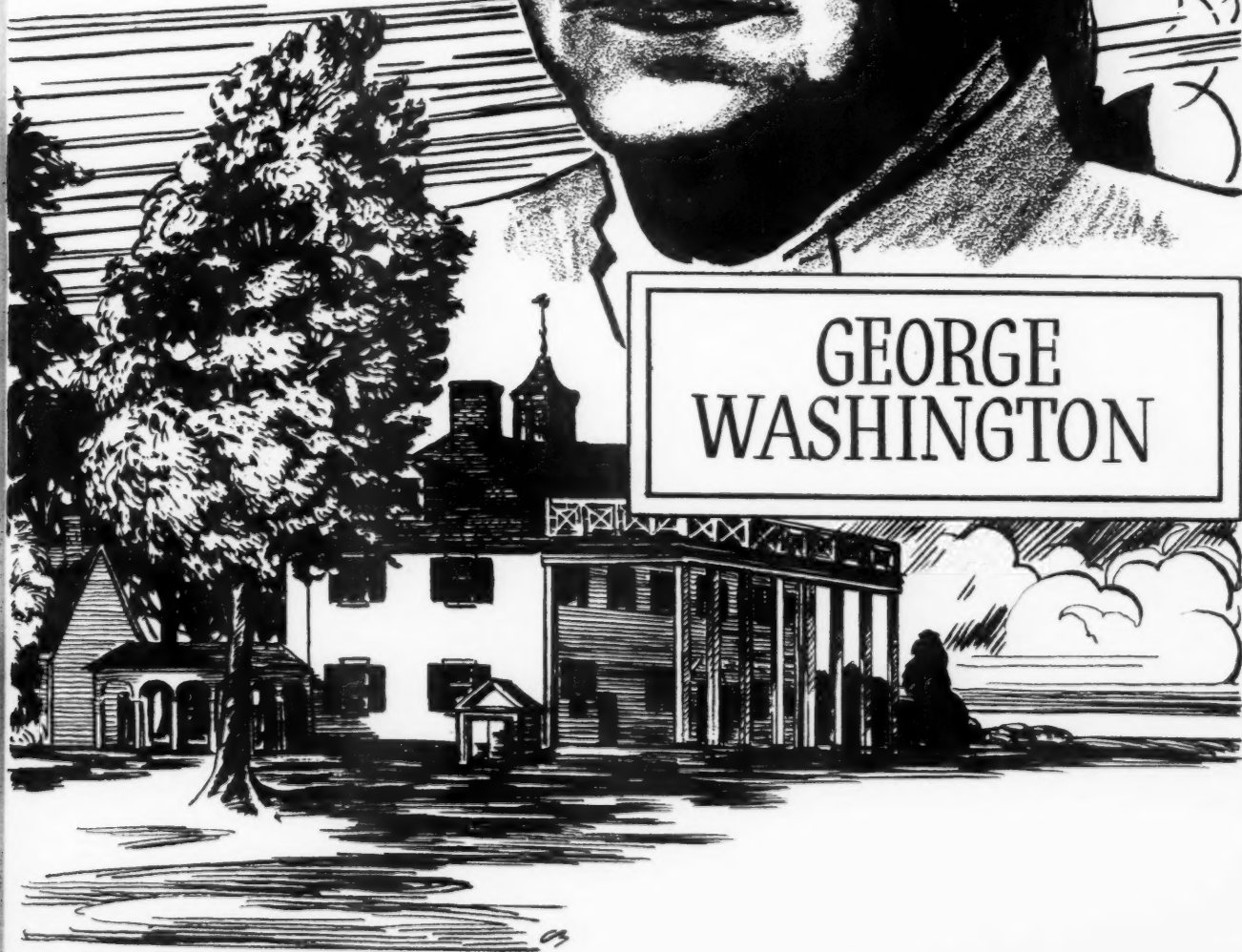
He was a successful planter, too, and he built his plantation in Virginia to such a degree that he became one of the wealthiest men in Virginia.

But it is as a soldier and statesman that we most revere Washington. He fought most gallantly in the French and Indian War. He used his experience to good advantage when he was called upon to lead the colonists in their War of Independence.

He died December 14, 1799.

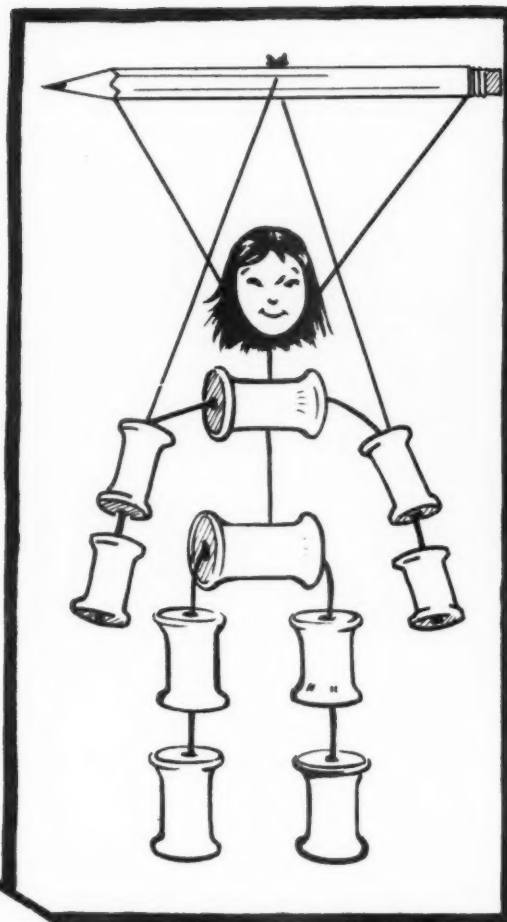


GEORGE
WASHINGTON



Running Cloud

AN INDIAN PUPPET



by
THELMA MORELAND
FARMINGTON, IOWA

Things needed: a small egg-shaped gourd, two large spools for the chest and hips, eight smaller spools for arms and legs, black yarn for the hair, a pencil and some string, and some scraps of flannel and beads for his suit. The small drawing shows how to assemble his body.

Paint a face on the gourd and glue the yarn for hair. Make a suit of tan flannel. Cut fringe of flannel, too. Sew some colored beads on the suit. Make small mittens and feet of flesh-colored flannel and attach them to the suit. String some corn or shell macaroni for a necklace. You may use tiny bird feathers, too, to complete Running Cloud's dress.

Pull the strings and Running Cloud will cut all sorts of capers.

Patriotic Plaques



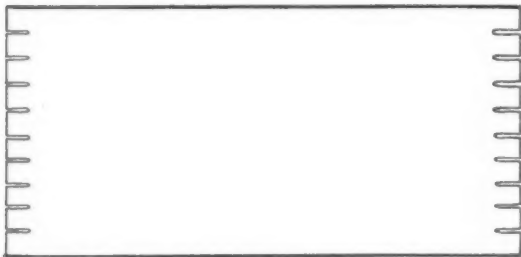
To make beautiful and patriotic wooden plaques of Washington and Lincoln, first sketch a design — busts of Washington or Lincoln or scenes from the lives of these two greatest Americans—on plain white paper. Then trace the sketch, using carbon paper, onto a piece of plywood. Use a pencil to make all lines clear. Cut the design with a scroll saw. In the same manner make a shield which will be larger than the design. Paint the design with black enamel, shellac the shield, and nail the design to the center of the shield. By fastening picture wire around two screw eyes in the back of the plaque, you will be able to hang the finished picture wherever it will look most attractive.

WEAVING A DOLL'S HAMMOCK

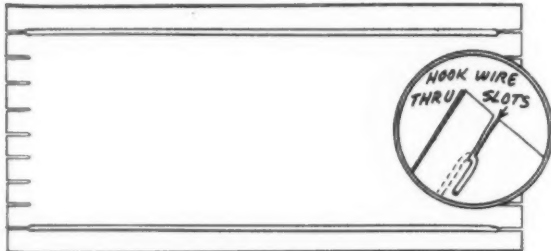
by
ALTA L. SKELLY
LOS ANGELES, CALIFORNIA

To weave this hammock you will need these things: a piece of cardboard as large as the hammock you desire, string or yarn, two rings about $\frac{3}{4}$ " across, scissors, a large darning needle or a bobby pin, two pieces of wire about an inch longer than the cardboard. If you make the hammock with string, cut slits $\frac{1}{4}$ " apart on both ends of the cardboard ($\frac{1}{2}$ " apart if you use yarn). Have an uneven number of slits (15, 17, 19, 21). In the slits at the ends of the cardboard place the piece of wire. Bend the edge over on the back of the cardboard. Tie the two rings together on the back of the cardboard.

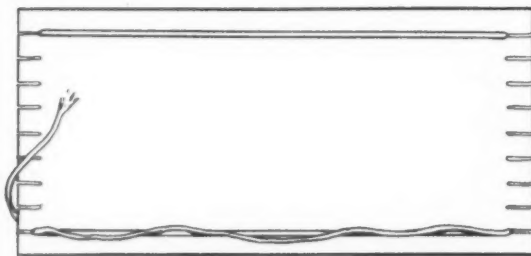
String the cardboard as shown in (Fig. 5). (Fig. 6) shows how to weave. Weave on the back of the cardboard as shown in (Fig. 7). When you have finished weaving, take a piece of string or yarn and sew along the sides—some people call this "whipping" the edges. Cut the string holding the two rings together, pull out the wires, and your hammock will be completed.



1. CUT SLOTS IN CARDBOARD



2. INSERT WIRES IN OUTSIDE SLOTS.



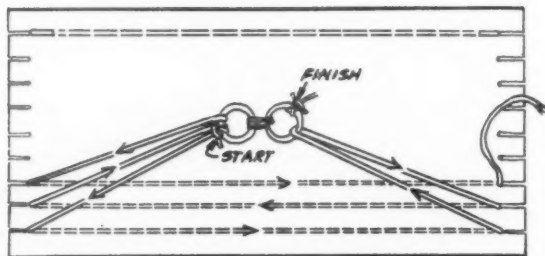
3. BEGIN THREADING STRING THROUGH SLOTS



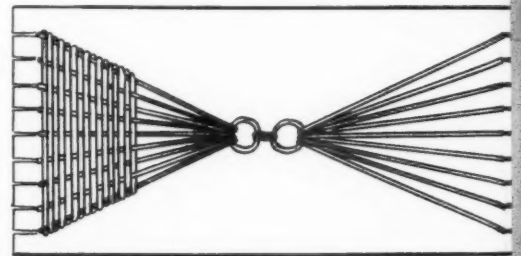
TIE RINGS TOGETHER



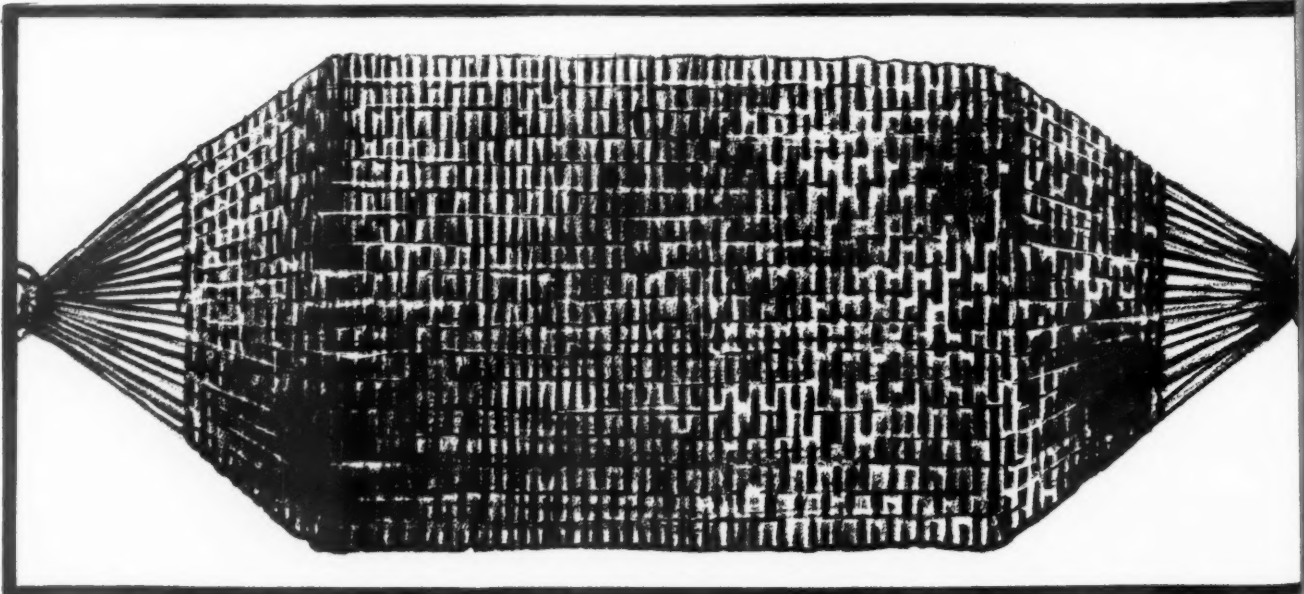
5. BEGIN WEAVING

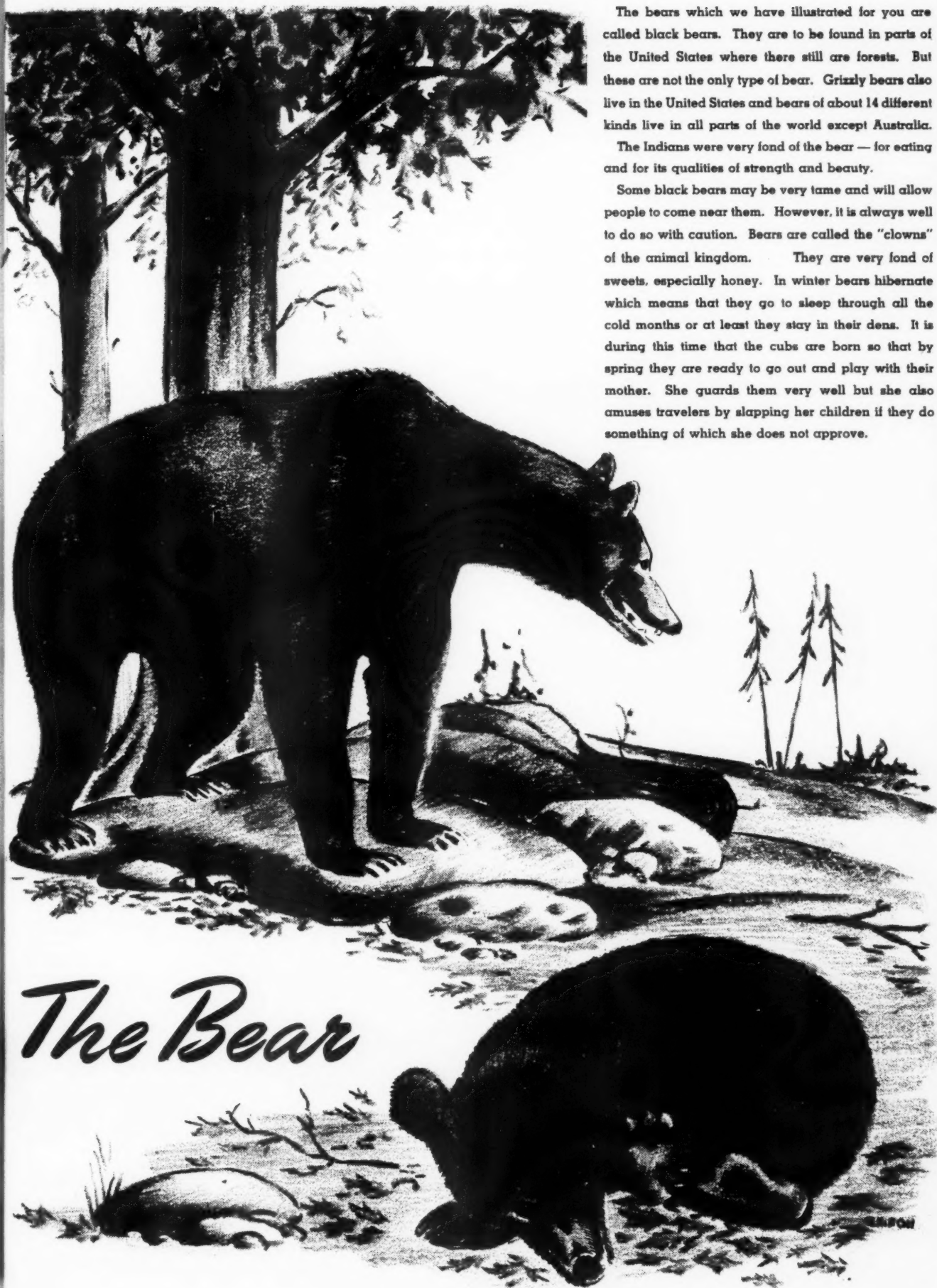


4. BACK OF BOARD DURING STRINGING.



6. CONTINUE WEAVING ON BACK.





The bears which we have illustrated for you are called black bears. They are to be found in parts of the United States where there still are forests. But these are not the only type of bear. Grizzly bears also live in the United States and bears of about 14 different kinds live in all parts of the world except Australia.

The Indians were very fond of the bear — for eating and for its qualities of strength and beauty.

Some black bears may be very tame and will allow people to come near them. However, it is always well to do so with caution. Bears are called the "clowns" of the animal kingdom. They are very fond of sweets, especially honey. In winter bears hibernate which means that they go to sleep through all the cold months or at least they stay in their dens. It is during this time that the cubs are born so that by spring they are ready to go out and play with their mother. She guards them very well but she also amuses travelers by slapping her children if they do something of which she does not approve.

The Bear

VALUE OF NEWSPAPER WORK IN GRADE SCHOOL



by
GLADYS PARKER MORGAN
Moline, Illinois

Every wide-awake teacher should be aware of the fact that the school paper is her personal salesman and should take full advantage of it. It is her business to see that the child who needs a boost or the child who has done something noteworthy receives attention in a tactfully clever way. An exceptional story or incident which happened at school and a marked improvement in the pupil's work make good news items.

At one school the pupils would not acknowledge breaking anything unless forced to do so. One day a boy broke the teacher's hammer. Surprisingly, he immediately reported the matter and offered to pay for a new tool. In the next school paper there was a clever little cartoon of a boy with a medal on his chest. The caption read, "Pin a medal on Jimmy Jones for reporting immediately after he broke Miss Soandso's hammer." After that incident, any damaged property was, almost without exception, promptly reported.

Since the circulation of a school paper is essentially in the community in which the children live, the school news is personal with a minimum of outside news (and that only summarized).

What parent does not feel proud of a news article or a cartoon by his child! Fathers and mothers are interested in items about their boys and girls—their activities and achievements.

Not only does a school newspaper sell the teacher to the parents but it

gives her a tactful and interesting procedure in teaching reading (current events), writing, art, arithmetic, and grammar. Especially grammar! Because the use of good English is so necessary in a paper, the publishing of the news has been assigned as an English unit. Good composition is necessary throughout. This is the best time to introduce the proper way to write up news—on half sheets of paper with the department name and the writer's name in the left-hand corner, the page number in the right-hand corner, the word "continued" or "more" at the bottom if there are to be other pages, "end" or "30" or "¶" when the article is completed. Children enjoy copying after real job holders. Once in a while a teacher will have a pupil whose father writes for a daily newspaper. That boy or girl will be very proud to explain how his parent does it.

Word choice and consequently the study of adjectives and adverbs follow when articles are being hashed over. Children enjoy peppering up their stories by adding good descriptive words. When children see that they are putting out a paper of their own, they immediately think of the daily papers. When writing their own news, they refer to the way a similar article was handled in their daily paper. Sometimes it is amusing to notice how closely the children do follow such articles for style. Reading interest is stimulated in this way, too, again demonstrating how well the children like

to imitate grownups.

Funny happenings on the school grounds or in the classroom lend ideas for cartoons. Cartoons and advertisements give children practical experience in drawing and lettering.

When a school is near a town and the teacher is ambitious enough to put the paper on a paying basis, advertising gives practice in art, arithmetic, reading, meeting people, and salesmanship. In our school we plan to sell enough advertising to pay for the cost of the paper, ink, and mimeograph rental. At the present time we have three full pages of ads which gives us some profit. We planned to sell at least two pages of advertising and based our charges on that. Our expenses are roughly \$4.00 and since we published four issues we realized that we must raise \$1.00 an issue. We sold 1/16-, 1/8-, 1/4-, and 1/2- page ads and charged accordingly. We decided that we would save time if we sold advertisers an ad that would run the same all year, and that if we could get a page or two of permanent ads it would save us time and the cost of new stencils. Last year we had one page of permanent ads, this year two. We saved the price of six stencils. We offered the permanent ads at a lower rate since we could afford to. When we put out our first issue, we ran off enough copies of the permanent ads so that we did not have to run any more this year.

The advertising committee went around to the various businessmen that they had listed previously and were successful in selling an ad in most cases. After they had sold the ad and obtained the information that was needed to draw up the ad, they designed the ad. They referred to ads in newspapers and magazines and then made their plans. They submitted these plans to the purchasers and got approvals and suggestions. In some cases the committee had thought of and had drawn up two plans and let the client take his choice.

The pupils traced the ads on the stencils after the necessary typing had been done.

In composing ads, as in cartoons, the pupils get practice in drawing and lettering. There is no other activity which brings out originality as much as newspaper work. Teachers, the newspaper can be your right hand—use it!

★ School News ★

Vol. 1, No. 15

RICE CREEK, MONT.

Feb. 9, 1942

CRAFT SHOW ENTRIES BEGIN

MURIEL REEVE
SHOWS TALENT
IN ART CLASS

FIVE-B TO GIVE
PUPPET PROFITS
TO THE NEEDY

EIGHTH GRADE LEADS
WITH 11 EXHIBITS

NEW SCHOOL FLAG
WAVES ON TOWER



A School Paper

Boys and girls who want to have their own school newspaper will find these hints helpful. First of all, always read the newspapers in your town or section for ideas about how to write articles, how to place ads, how to make up the pages.

At the left is a sample school newspaper page. It is the front page. The most important article generally gets a banner headline — "Craft Show Entries Begin." The most important article is placed at the right-hand column. An important article about a different subject is placed in the left-hand column.

Counting letters for headlines is important. At the bottom of the page we have shown you how to do this. Remember to count the space between each word. Three-line headlines should be indented as we have shown at the top of the left-hand column. Two-line headlines may be indented or they may be in block form.

When you want to make drawings on your mimeograph stencil you will need to use the arrangement we have shown at the bottom of the page. Hand lettering must be done with a stylus also.

One Hundred New
BOSTON GIRL GOES TO
MILL PORT

ADVERTISING LAYOUTS

1 col.

1 col.

DAINTY
PRINTS



FOR SCHOOL DRESSES

ROSS' HOME STORE

BETTER *Butter*
FROM THE
RICE CREEK
DAIRY

HILLVIEW 6-0345



LOOK FOR
THE RICE
BUTTER TUB

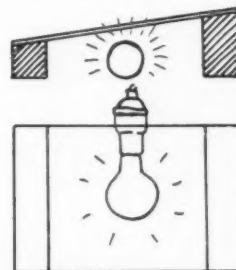
2 col.

MORGAN'S

BAKERY

MORGAN'S HOME BAKERY - REGENT 0047-W

A Lighted Board
For Stylus Work



Place a piece of glass
on two blocks of wood
over a small light bulb

Counting Headlines

SIX BOYS RECEIVE
HANDCRAFT HONORS

AWARDS GIVEN BY VILLAGE BOARD
TO CONTEST WINNERS



PUT THE DOTS TOGETHER WITH BLACK LINES.
 COLOR 4 BIG HEARTS RED.
 COLOR 3 BIG HEARTS BLUE.
 COLOR 3 SMALL HEARTS YELLOW.
 COLOR 4 SMALL HEARTS GREEN.
 COLOR 4 SMALL HEARTS PURPLE.

MAKE THE QUEEN'S DRESS GREEN.
 MAKE HER CROWN YELLOW.
 MAKE THE TARTS BROWN.
 COLOR THE REST OF THE
 VERY LARGE HEART RED.

USE THIS PAGE AS THE COVER FOR YOUR VALENTINE NOTEBOOK.

THE LISTENING HOUR



It often happens that teachers and other community leaders are faced with the problem of providing music for patriotic and other civic gatherings. Now more than at any time during recent years will this demand be made upon those responsible for community morale. The National Recreation Association has a Music Service which provides information on music for community and other programs. Much of the music is available from the National Recreation Association and other songs and song books are listed with the publishers' names. The service can also supply copies of favorite community songs and patriotic songs in quantities for distribution at rallies or other gatherings.

If anyone desires suggestions for entire programs, "A Festival of Freedom" and several other titles are available at prices ranging from 10c to 20c. Address requests for information to the National Recreation Association, 315 Fourth Avenue, New York.

We should like to say something—pro and con—regarding the current trend of streamlining the operas, making the music merely the background for the story. Before going further, we have in mind a production of "Faust" which we heard the other night. The opera was denuded of music except for arias which were presented in much the same way as musical comedy numbers are given.

We know that dramatizing a story is the best way to present it over the air. We know, too, that when one hears an opera sung in another language without any knowledge of the story of that opera, it may become rather dull listening.

But why, in the name of all that's good in music and drama, rehash poorly what has been done so well by musicians and librettists?

As you can see, we are pretty much upset by this state of things and we are wondering if we are just an isolated stubborn case. Perhaps our readers will tell us just what the reactions of their classes are to the regular Saturday opera broadcasts from the Metropolitan. Do the boys and girls enjoy the operas? What preparation do you give them beforehand? Do any of them use librettos? Are the explana-

tions given by the announcer before each act adequate?

The answers to these questions will much determine the place of abridged and aborted editions of the great operas.

An abridged version of "Fantasia" is soon to be released for presentation at popular prices. Educators will be interested in this announcement because now so many more children will be able to see the picture. As a visual aid in art appreciation, we believe that "Fantasia" is unexcelled. Upper-grade children who study something about modern art and a great deal about design will find much inspiration in the delightful sequences created for "The Nutcracker Suite" and the "Pastoral Symphony."

Of interest to teachers correlating music with social studies is the album recently released in which Lauritz Melchior sings folk songs of Scandinavia—particularly Danish and Swedish songs. (Victor Album M-851) They include songs by such composers as Sibelius and Grieg but for the most part they are songs not often heard and never before recorded.

We stress increasingly using music as a correlating subject for social studies work. The field is so vast that even in the primary grades music may be used to illustrate songs of home life, transportation, etc. In the intermediate grades the songs of the Indians, the music of the various social types and races may be incorporated beautifully with units about these subjects.

With older children it is possible to use music to contrast one civilization with another. The robust yet sad music of Slavic countries is in sharp contrast to the lilting and gay and lively music of the Latin peoples. The development of dance forms, especially those coming from our own western hemisphere, makes an interesting study.

Music is playing an ever more vital part in our national life. There are

symphony orchestras in most of our large cities. It is an accustomed thing now for homes to be equipped with record players and to have libraries of fine recordings. Symphonic programs on the air have vast, attentive audiences. All these signs of America's musical development have had their roots in our schools. High school bands and orchestras have played their part in making America sing the themes of the great masters. Music appreciation classes are important, too.

We believe that music must continue to be vital to Americans. In our war effort when so many sacrifices will be asked of us it is devoutly to be hoped that music will continue to be made available to our people.

Perhaps we overlap into the province of Bookshelf, but we should like to recommend to you and to your pupils a very interesting book—*Modern Composers for Boys and Girls* by Gladys Burch.

This slim, well-designed book contains short biographies and pictures of many modern and contemporary composers. The author is capable and explicit and her descriptions of scenes from the composers' lives are often gay and amusing. She manages to humanize such formidable figures as Mussorgsky, Sibelius, Schoenberg, and Richard Strauss.

Of course, no volume of this size could include all the composers of the "modern" school—indeed, there is much argument as to just what the "modern" school really is. However, if the author intends to define "modern" merely to period and not to style of music her purpose is achieved in this present volume.

Modern Composers contains sketches of Mussorgsky, Dvorak, Rimsky-Korsakov, Humperdinck, Elgar, Delius, Richard Strauss, Sibelius, Scriabin, Williams, Schoenberg, Ravel, Carpenter, de Falla, Respighi, Bartok, Stravinsky, Griffes, Prokofiev, Gershwin. Debussy was not included in this volume because, in a former work, *A Child's Book of Famous Composers*, his story was told. It is amusing to read the subtitles which the author has given to each composer. For example, Prokofiev is described as "Puck in Music." Igor

(Continued on page 45)

TEACHER'S CORNER

NEWS AND DISCUSSIONS OF INTEREST TO TEACHERS

We are here to serve the teachers. Help us to help you!

Teachers are invited to send to this department ideas and suggestions that will be helpful and interesting to other teachers. One dollar will be paid for each contribution accepted. Send your ideas and suggestions for this page to Teacher's Corner, Junior Arts and Activities.

A THINKING GAME

by
SISTER MARY JANE
Keota, Iowa

Here is a game which makes learning facts about historical characters easy and interesting. It can be used very well in the intermediate grades.

Make a list of the persons who were explorers. Allow the class to choose a leader.

The leader begins the game by saying, "I have conquered Mexico. Who might I be?"

The pupil who correctly answers, "You are Cortez," is the winner and becomes the leader.

The new leader may say, "I took possession of the land bordering the Gulf of St. Lawrence in the name of the King of France. What is my name?"

The first pupil who says, "You are Cartier," becomes the new leader.

The faster the pupils think, the livelier the game. Its success depends just as much upon the pupils' ability to think of descriptions of explorers as upon their answering someone else's question. This is a game that will help children to remember deeds done by great men.

SEED FRAMES FOR PRINTS

by
MARY NEELY CAPPS
Snyder, Oklahoma

Seed frames made from turnip seed are surprisingly attractive as well as simple to make. The print or picture is pasted upon cardboard with enough margin left for the desired width of frame. The margin is covered with glue and turnip seeds are dusted on thickly.

The result is more pleasing than one can imagine.

DRILL TO STIMULATE WRITING

by
MRS. W. O. JONES
Little Rock, Arkansas

I teach six classes in writing—grades 3, 4, and 5—three days each week. Creating the will to drill and to learn,

especially the movement, is the most difficult element, as any teacher knows. I run a contest of a few weeks' span in which a leader and secretary are chosen for each of two groups. They, in turn, choose sides.

Scores are kept on a diagram of the room with each child's name in a square corresponding to the location of his seat in the room. (You'd be surprised how easy that makes scoring!) I can stand at one side of the room, call the names of children using good position, movement, etc., and at the end of a drill period they stand. With the diagram before me, I can put a check in each child's square in a jiffy. Or, I can go down the row checking neatness, letter form, etc., and in the same manner record marks rapidly.

The children love it! At the end of the contest span, the side having the most points gets a special favor such as an extra twenty minutes of art.

I also record points for writing in Social Science and English notebooks.

* = 3 points

? = 1 point

X = minus one point

These points I underline. To the children, this is a contest and a game; to me, it is a compact record of the progress of every pupil in the class.

Members of one side may be identified by a tiny red dot in their diagram squares and the other side by another color. Thus quick counting of day-by-day scores is easy.

A TRANSPORTATION BOOKLET

Colored advertisements and folders sent out by railroad, bus, and steamship lines made it possible for us to work out a very pleasing transportation booklet in connection with our study of the geography of North America.

One page was devoted to pictures illustrating the development of transportation from walking to airplanes, with a statement of the approximate speed developed in each stage. Another page showed transportation by means of dog sledge and kayak in the northern part of our continent, while the following section contained pictures and explanations of the Red Man's modes of travel.

"The White Man's Transportation—From Then Until Now" was the title of a particularly interesting page where the airplane, locomotive, automobile, covered wagon, etc., were seen following the stagecoach and other earlier means of travel.

QUOTATION FOR THOUGHT

It is better only sometimes to be right than at all times to be wrong.
—Lincoln

Maps were introduced here and there to show pony express routes, bus lines, railroads, etc. The evolution of the automobile made an interesting and amusing page.

This booklet provided work which correlated with practically every subject from spelling and penmanship to art, but best of all, the class became more familiar with the continent on which we live.

NEGRO HISTORY WEEK— FEBRUARY 8-14

Schools throughout the country will join in an especial effort to learn more about this race which has contributed so much to American culture. During this week consideration will be given to obtaining books on Negro history and culture for use in libraries and schools in all the states.

Negro History Week is sponsored by the Association for the Study of Negro Life and History. The association welcomes articles and documents pertaining to all phases of Negro life in the United States and elsewhere.

JUST SO YOU WILL KNOW—

The priorities have hit Junior Arts and Activities! Ever since the beginning, Junior Arts and Activities has reached its readers each month neatly packaged in a kraft envelope. Not long ago, we decided to replenish a fast decreasing supply of these envelopes—we use so many more each month than we had at first expected—so we called upon a paper firm to get additional supplies. Imagine our consternation when we discovered that not only had the price risen to unbelievable proportions but envelopes were almost impossible to procure in the quantities which we needed.

A consultation with the post office followed. And a complete revamping of mailing procedure followed that. Now most of our subscribers receive their magazines unwrapped although some still go out in envelopes.

Naturally we had to become adjusted to the new manner of mailing. It takes more time than our former method. The system is now worked out so that our readers will receive their magazines promptly.

Thank you—everyone—for being patient while we made these mailing adjustments!

THE PHILIPPINE ISLANDS

(Continued from page 8)

Filipinos love music and when Mario returns home at the rice harvest time, the entire village holds a holiday (fiesta) in which there is much music and merry-making. Some of the boys play in a band. They have learned how to use band instruments in school. Native instruments are being adapted to play modern music.

When the rice harvest has been completed Papa Toriano thinks it is good to take the entire family to the village for the fiesta; so he harnesses his carabao to the cart and everyone, dressed in his best, goes to the village. Perhaps Papa's carabao will win the race which may be held between the finest carabaos in the village. At any rate, Papa has decided to buy some presents for Mama. She has said that she needs some new bamboo furniture. So Papa inspects some and finally buys a table and a bed. Bamboo is very plentiful in the Philippine Islands and is used for a great many things including furniture and houses.

Although some of the people in the islands do not take much interest in the government in their land, Papa Toriano and Mario do. They vote in the elections which send representatives to the Philippine Congress. Any man over 21 may vote if he can read and write English, Spanish, or a native language.

The Toriano family are Christians. Their ancestors were converted many centuries ago. A great many of the people in the Philippines are Christians. However, in the interior there are some tribes which still adhere to their old gods. In the southern islands there are people whose beliefs are like those of the Arabians and some people of India—

they are the Mohammedan Moros.

The Torianos think the Philippines a good place to make one's home. There is never any winter. The days are beautiful with sunshine and lovely flowers and good things to eat which grow almost without any help from man. They have all the blessings enjoyed by their American friends—a democratic government and the rights and privileges of a free people. The Torianos thought themselves very lucky. They think so now, even when they must fight very hard to keep their country from being conquered by a hostile nation. They are learning that one must fight for freedom and liberty. They are learning that without sacrifice these wonderful blessings are not to be obtained.

ACTIVITIES

The story of the Toriano family has been told in sufficient detail to enable an intermediate grade to make a model village, farm, and characteristic scene of Philippine life. This construction project should cover a large area. The figures may be made of clay or they may be cut from mounted cardboard. In any case an attempt should be made to make the scene as colorful as possible since the Philippines are characteristically colorful. Study every available picture of Philippine life and incorporate additional material into this scene.

Make a mural showing the various products obtained from the Philippines which are essential to national defense.

Make notebooks describing various features of Philippine life.

Make a display of articles obtained in the Philippines. Include specimens of the various crafts, if possible.

• BUY DEFENSE STAMPS •



COPIES
COPIES
COPIES
COPIES
COPIES

OF

INDIVIDUAL LESSONS

Easily made on a
GEL-STEN DUPLICATOR

Inexpensive to Own - Easy to Use - Satisfaction Guaranteed

Write for FREE Catalog describing Duplicator, Supplies, and Workbooks

GEL-STEN SUPPLY COMPANY, Inc.
BROOKFIELD, ILLINOIS



LEATHERCRAFT

- INEXPENSIVE
- POPULAR
- PRACTICAL
- DURABLE

Good designs, clear instructions, quality leathers, tools and supplies, as well as complete kits from Osborns' will insure happy, successful classes.

Our catalog gives complete descriptions of calfskins, sheepskins, cowhides, linings, lacings, and tools — in fact of every leathercraft requirement.

WRITE TO

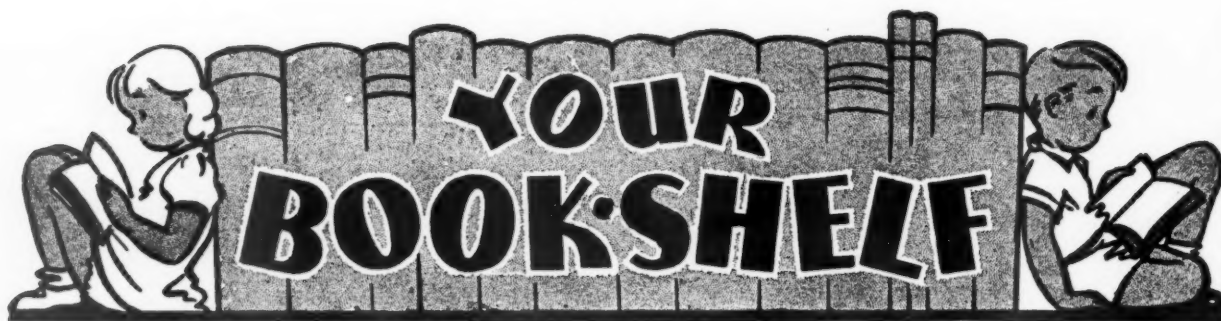
OSBORN BROTHERS

The House of Leathercraft
223 W. JACKSON BLVD. CHICAGO



NOW MORE THAN
EVER
THE RED CROSS
NEEDS YOUR HELP

GIVE
TODAY



At the Zoo by Cole Merris is one of the finest little books on this subject which has come to this desk in a long time. The first thing which we (and we think children will, too) noticed was the wealth of wonderfully reproduced pictures of the animals in the zoo. The pictures show monkeys, lions, bears, and the lesser known tapirs, cheetahs, gazelles, and water buffaloes in characteristic poses. We feel almost certain that any alert child will be able to recognize the animals after looking at their pictures in this book.

Jinny and Danny make an excursion to the zoo. Mr. Smith, the keeper, takes the children to see all the different animals whose pictures appear in the book. The story of their trip through the zoo is as interesting as the pictures.

Teachers will find this little book an excellent addition to their class libraries.

(David McKay Company—40 pp.—\$.50)

A great deal has been written and spoken about the American Red Cross since America went to war. Its appeals are published and the public co-operates by supplying funds for its difficult tasks of taking care of the sufferers of a world-wide conflict.

Among the things which it has been suggested the schools do as a part of their assistance to the Red Cross is to learn the history of this great organization. This, it is felt, will not only stimulate people to be generous with their gifts of money but it will encourage them to give of their time and efforts in order that the gigantic work may be accomplished.

Most apropos at this time is the new book *In Peace and War* by Alice Crew Gall. The author, usually associated with children's fiction, has produced a book as fascinating as any novel and twice as moving because of its theme of human service no matter what the hardship.

The story is simply told because such a recital needs no literary embellishments. Yet its style is vivid and direct

and beautiful. The language can be understood by boys and girls over, we should judge, eleven years of age; but the book is not to be misconstrued as merely a child's book—it is one which any adult will read and enjoy.

Beginning with the dream of Henri Dunant, the author traces the history of the Red Cross well into the Second World War. Appendices include a chronology, various articles of incorporation and charter, and the text of President Arthur's proclamation when the United States joined with other nations in the International Red Cross. (Thomas Y. Crowell Company—278 pp.—\$2.00)

The story of any humanitarian service always inspires American readers. When the work of the Seeing Eye is mentioned people all over America picture the magnificent dogs which are trained there for a lifetime of service to their blind masters and mistresses. *Franka* is the story of how a purebred German police dog was trained at the Seeing Eye. It tells, in a way which will hold the imagination and interest of every child, the steps which are taken to educate both the dog and his master or mistress. Facts not generally known are incorporated into the text in such a way as to captivate readers young and old.

The book is illustrated with reproductions of photographs of Seeing Eye dogs in various poses. However, if any fault be found with this book, it is that the photographs are of dogs only. There are no pictures of the dogs in action with their masters.

While not primarily so intended, it is our belief that *Franka, a Guide Dog* makes an excellent supplementary reader for children in the intermediate grades. The language is simple, direct, and well within the vocabulary limits and the understanding of boys and girls at that level. It will fit nicely into social studies courses. Elementary school librarians should be especially interested in this book.

(Albert Whitman & Co.—96 pp.—\$1.00)

During the last few years, the problem of the teacher of social studies in the upper grades, especially, has become a difficult one. No longer is it possible to discuss many of the social types which once formed a large part of the curriculum. With the coming of war, even the lower grades are affected because Japan—once such a popular subject of study—is no longer considered patriotic material for a unit.

However, the picture is not without its brighter side for it has awakened teachers and supervisors to the almost unlimited possibilities of using the countries of the western hemisphere to supplant the older, more established units. It is discovered—to the surprise and delight of teachers and children—that the countries of Central and South America are rich in tradition, folk lore, history, unusual geography, culture, and fascinating industries and occupations. The trend now is toward units on Mexico, Argentina, Brazil, and the other countries to the south of the United States.

But in preparing such units we believe many teachers—and most adults if we may judge others by ourselves—are lacking in knowledge of the countries about which their classes are to study. We feel that, while we learned a good deal about the geography of South and Central America in our old-fashioned studies, we were taught very little about the men and institutions which have unified the Americas in their desire to be free and which have made them great independent republics.

This lengthy preface leads us to a discussion of Marion Lansing's latest book—her second on the subject of our southern neighbors—*Liberators and Heroes of Mexico and Central America*. This book essentially is not one for students in the elementary grades but it is one which every teacher who has anything to do with social studies curricula should have on her bookshelves. It is a companion to *Liberators and Heroes of South America*.

(Continued on page 45)

(Continued from page 44)

The present volume tells first about the Mexican heroes—Hidalgo, Morelos, Iturbide, and Juarez. Then the leaders of independence in Salvador, Nicaragua, Honduras, Costa Rica, and Guatemala are discussed. The diversity of types of men who combined in the drive for freedom is clearly brought out. There were clergymen, aristocrats, colonial Spanish, even—as in the case of Mexico's Juarez—full-blooded Indians.

The author's manner of presentation is dramatic and interesting. Constantly she compares and contrasts events in the United States with those occurring contemporaneously in Central America. One gets the feeling, too, that she is crusading in a good cause—the cause of making our southern neighbors more comprehensible to us—of making the bond between the people of the United States and those of the Latin American countries ever closer.

We believe that every teacher will find *Liberators and Heroes of Mexico and Central America* an indispensable aid to presenting these countries to her classes.

(L. C. Page & Co.—299 pp.—\$3.00)

(Continued from page 41)

Stravinsky merits this title, "Original! Russian! Modern!"

We note a few omissions which is only natural when an author must pick and choose from among so many famous composers. There is no Rachmaninoff, no Weinberger, no Bloch, no Tschai-kowsky. But what there is, is well written, fascinating, and easy to read. We heartily recommend *Modern Composers* for all music teachers and supervisors and for classroom libraries. (A. S. Barnes & Co.—207 pp.—\$2.00)

Records and transcriptions are playing an increasingly important role in the modern educative program. They are, most teachers agree, more suitable for classroom use than radio programs which cannot be designed to fit every curriculum at the precise time a teacher needs the material. Recorded Lectures, Inc. furnishes teachers with electrical transcriptions which will fit into their programs. Of interest to primary-grade teachers are the recordings of The Gingerbread Boy and Goldilocks and the Three Bears. Irene Wicker, the famous "Singing Lady," tells the stories—with words and music—of Franz Schubert and Wolfgang Mozart. These should be of special interest to teachers in the intermediate grades.

Incidentally, Miss Blanche C. Young who recently joined the staff of Junior Arts and Activities acts as educational advisor for Recorded Lectures.

SPECIAL LOW COST BOOKS AND WORKBOOKS FOR SCHOOLS IN OUR NATION AT WAR!

AMERICA IN WORLD WAR II

A STUDENT'S HANDBOOK OF THIS WAR!

32 BIG PAGES OF WAR MAPS AND BACKGROUND FACTS

Every student needs this classroom-planned handbook-atlas. With the 29 special war maps pupils can follow the war day-by-day. Other feature sections of this book are "Who's Who in World War II," "Resources of Allies and Axis," "Milestones on the Road to World War II," "Aircraft of World War II," "Why Fight for Democracy?," etc. Profusely illustrated in color. Order this book today for every pupil in the sixth grade or above!

Price: 100 or more.....10c each, plus postage
10 to 99.....12c each, plus postage
1 to 9.....15c each, postpaid



LET'S LOOK AT LATIN AMERICA

A PRACTICAL, NEW WORKBOOK on Latin America

Here is the newest text-workbook on the Latin-American countries... up-to-the-minute, authentic material just off the press! This big, new book has been designed to supply the great demand for up-to-date, concise information on modern Latin America and its place in the world today. The book contains 20 study-units, covering all the republics, the Guianas, and U. S. possessions... each unit accompanied by a set of practical exercises especially designed to develop reading skills as well as to insure full comprehension of the text.

Your classes will enjoy using this big 48-page, fully illustrated book as supervised seatwork, or as a supplement to the regular program. Order it now for any classes in grades 5 and up.

Price: In quantities of 10 or more.....21c each, plus postage
Smaller quantities.....28c each, postpaid



THE GREAT LAW OF OUR LAND

A TEXT-WORKBOOK ON THE U. S. CONSTITUTION

Now, at last, the U. S. Constitution can have real meaning to your classes. Here is a workbook, costing only 15c, which contains a special simplified rewriting of the Constitution in words that elementary school pupils can understand—and provides practical exercises to insure comprehension of the important parts of this "Great Law of Our Land." This book has been used experimentally with several thousand pupils, and has the enthusiastic approval of leading educators and civic organizations. Order it now for any class in grades 4 and up. Guarantee for your pupils an understanding of the Bill of Rights and all other important parts of the Constitution. Order this workbook today under our money-back guarantee!

Price: In quantities of 10 or more.....15c each, plus postage
Smaller quantities.....20c each, postpaid



Young Citizens in a Democracy

A PRACTICAL DEMOCRACY PROGRAM FOR EACH GRADE!



Here are the workbooks teachers have demanded to build character and develop in pupils an appreciation of how Democracy works in their own daily lives—at home and at school. Interesting story units stress such character traits as responsibility, fair play, cooperation, how citizens work together, why laws are important, etc.

The exercises and activities which accompany each story unit in each workbook are practical and functional—they help the children to apply what they learn to their own personal, school, and home problems. Order these new character-building workbooks today!

TITLES

GROWING UP (4th grade level)
MY AMERICAN HOME (5th grade level)
LIVING IN AMERICA (6th grade level)

Price: Each of these titles is 21c, plus postage, in quantities of 10 or more; smaller quantities, 28c ea., postpaid.

MAIL THIS COUPON TODAY TO
AMERICAN EDUCATION PRESS, Inc.
400 South Front St., Columbus, Ohio

Dear Sirs: Please send me at once, subject to your money-back guarantee of satisfaction, the following books and workbooks:

.....America in World War II
.....Let's Look at Latin America
.....The Great Law of Our Land
.....Growing Up
.....My American Home
.....Living in America

☐ I inclose.....in payment. ☐ Please charge to my account. (Accounts not opened for less than \$1.00)

Name..... Address.....
City or P.O..... State.....



ACTIVITIES

NOW MORE THAN EVER BEFORE . . .

LEARNING IS FUN

with

Activities

On Parade



you must do everything you can to give your pupils actual experiences.

Children, like the rest of us, learn by experience — the more personal and inspiring, the more definite the learning. Actual experiences, under your guidance, during their early years register deeply. The purpose of **ACTIVITIES ON PARADE** is to help you by supplying activities that will stimulate action, resulting in experiences for the child.

Once the children use **ACTIVITIES ON PARADE**, they want it every month. It is entirely different from any school book or magazine ever published. **ACTIVITIES ON PARADE** captures the children's interest and holds it. The result being—a new zest for their schoolwork.

READ THESE FACTS

1. EACH BOOK CONTAINS **30** PAGES OF IDEAS AND MATERIAL
2. Most of the project pages are the same as those in **JUNIOR ARTS AND ACTIVITIES**. Therefore, every pupil has individual work pages—which saves your time.
3. **ACTIVITIES ON PARADE** is published in 2 books—
Book Ifor Grades 1 to 4
Book IIfor Grades 5 to 8
4. **THE CLUB PLAN**—Form a club in your class. Every Tuesday and Thursday each pupil brings 1c to school. The club treasurer records this on the Roll Call. During a month, each child will have 9c to his credit which pays for his book. You are then reimbursed for the month's order of books.
5. **THE ROLL CALL SHEET**—It is red, white, and blue. Has space for the names of all the pupils in your class and space to check off the pennies as they are received.
6. **PARENTS' LETTER** — If you desire, we shall furnish a letter for each pupil to take home to his parents. This letter explains the work you are doing for the children and how **ACTIVITIES ON PARADE** will help them.
Many class clubs are collecting and selling old newspapers to obtain the pennies for their **ACTIVITIES ON PARADE**. This idea is being adopted in communities throughout the country.
7. **REMEMBER**—When using the club plan, the books do not cost you anything. All we ask is that you help share the small cost of packing and shipping.

ON PARADE

For the Pupils,



and JUNIOR ARTS AND ACTIVITIES for the Teacher, THE MOST HELPFUL EDUCATIONAL PLAN EVER PUBLISHED

ACTIVITIES ON PARADE is for the pupils of the teacher who uses JUNIOR ARTS AND ACTIVITIES because the bulk of the activity and study materials are the same as those contained in JUNIOR ARTS AND ACTIVITIES.

GUARANTEED

After your pupils examine and use the books for one week, if they are not thrilled and happy and show a deeper interest in their work, and if you do not believe the use of the books will enable you to achieve a greater success with your class and save you time, effort, and money—you may return the unused portion of the books and the full cost will be refunded. Isn't that offer fair enough?



ACTIVITIES ON PARADE brings us in direct contact with each boy and girl, enabling us to talk to them in their own language, about those little things that build right character—honesty, manners, helpfulness, ambition, truthfulness. What more wonderful opportunity could we ask!

**SPECIAL SCHOOL
PRICE 9¢
A BOOK
15¢ AT THE STORES**

Many schools are now ordering ACTIVITIES ON PARADE every month for the entire school. Become acquainted with ACTIVITIES ON PARADE. Then you will realize its value.

ORDER TODAY TO INSURE EARLY DELIVERY

Don't deny your pupils the happiness the ACTIVITIES ON PARADE will bring them. By giving the children school material in a form that wins their favor, isn't it logical to assume that they will benefit more because of the newly created interest, desire, and action?

Think of the big load which will be lifted from your shoulders, the time and energy you would save. And remember, if you use the plan as outlined in the folder we sent you, the only cost to you, for books for your entire class, is a few cents for handling and shipping. The books will compare most favorably with any book or magazine costing several times the extremely low price of 9¢ per book. You just can't afford to be without this helpfulness!

ORDER FORM

JUNIOR ARTS AND ACTIVITIES, 740 Rush Street, Chicago, Illinois.

Please ship the FEBRUARY "ACTIVITIES ON PARADE" which I have specified below.

NAME

ADDRESS

CITY

STATE

**BOOKS
9¢ PER COPY**

SHIPPING CHARGES

For an order of
5 books or less—add 15¢
6 to 10 books—add 2¢ per book
11 to 20 books—add 1½¢ per book
21 to 50 books—add 1¢ per book
Over 50 books—add ¾¢ per book

I enclose ☐ money order; ☐ check; ☐ stamps, for the total amount.

	QUANTITY	AMOUNT
BOOK 1		\$
BOOK 2		\$
AMOUNT FOR SHIPPING		\$
TOTAL		\$

SERAMO

MODELING PLASTIC

... CAN BE FIRED IN AN ORDINARY KITCHEN OVEN

Now your students can make lovely, permanent pottery easily and inexpensively! Do your own firing in kitchen oven (15 min. at 250°). Models like clay—may be waterproofed and decorated with SERAMO ENAMEL, 6 colors, red, yellow, blue, green, black, white, 1 oz. bottles, 15c each.

Write for Free Encyclopedia of Arts Materials, listing 7000 items

FAVOR, RUHL & CO.
DEPT. J, 425 SO. WABASH AVE., CHICAGO

YOU NEED THE NEW BLUE BOOK

FREE ON REQUEST

Complete, up-to-date, dependable, this guide to better materials for JUNIOR ART ACTIVITIES will prove invaluable to you. Send for your copy today.

PRACTICAL SUPPLY COMPANY
1315 SO. MICHIGAN BLVD.
CHICAGO, ILLINOIS

HANDICRAFTS

25 Stories Above Rockefeller Plaza
Weaving, Jewelry, Wood Carving, Painting, Ceramics, and 30 other Creative Arts. Faculty of 20. Enroll any day, Monday and Thursday evenings. Visitors welcome. Catalog.

UNIVERSAL SCHOOL OF HANDICRAFTS
Board of Regents Charter
2534 RKO Bldg., Radio City, N. Y.

PRINTED PROJECT SHEETS COMPLETE UNITS OF WORK



15 CENTS PER UNIT POSTPAID

Each unit consists of a study outline and the projects to carry out the study. The project sheets are clearly printed, on one side of the paper only. All sheets measure 9 x 12 inches. The project pages may also be purchased in dozen lots for 15c per dozen. This enables you to give each child individual work sheets.

EARLY COLONIAL LIFE
STUDY OUTLINE — 2 PAGES
PROJECTS — 4 PAGES

STORY OF LIGHT
STUDY OUTLINE — 2 PAGES
PROJECTS — 4 PAGES

TRANSPORTATION
STUDY OUTLINE — 2 PAGES
PROJECTS — 4 PAGES

ANCIENT GREECE
STUDY OUTLINE — 3 PAGES
PROJECTS — 4 PAGES

HAWAII
STUDY OUTLINE — 3 PAGES
PROJECTS — 4 PAGES

PAPER
STUDY OUTLINE — 2 PAGES
PROJECTS — 4 PAGES

Junior Arts and Activities
740 RUSH ST. CHICAGO, ILL.

MORGAN-DILLON ANNOUNCES HECTOGRAPH WORKBOOKS

Produced by a NEW IMPROVED PROCESS

An entirely new printing technique plus new workbook material makes obsolete all previous catalogs issued by Morgan-Dillon Company. For the latest Hectograph material send for NEW Catalog today!

HECTOGRAPH DUPLICATING SEAT WORK

A.B.C. Pre-Primer	\$1.25
Reading Books: 1st, 2nd, 3rd, and 4th Grades (Specify grade) Each	1.25
Phonics & Reading Book (1A-2B level)	1.25
Arithmetic: 1st, 2nd, 3rd, and 4th grades (Specify grade wanted) Each	1.25
Self Help Cards-Combination Unit (Add. Subt., Mult., Div.)	1.25
Language Drills: 3rd, 4th, 5th, or 6th grades (Specify grade wanted) Each	1.25
First Lessons in Written Language (2nd or 3rd grade level)	1.25

NATURE UNITS

Birds & Flowers (2nd or 3rd grade combined)	\$1.25
Common Birds & Garden Flowers (4th-5th combined)	1.25
My Bird Book (All grades) 50 common birds	1.25
My Flower Book (All grades) 40 garden flowers	1.25
Busy Bees & Industrious Ants (3rd-4th combined)	1.25
Water Life Miracles (5th grade)	1.25
Plant Puzzles (6th-7th grades combined)	1.25

UNIT ACTIVITIES

Health Activities, Primary	\$1.25
My Health Book (2nd or 3rd grade level)	1.25
Nursery Rhymes in Pictures (30 Pictures)	1.25
Life on the Farm (1st grade)	1.25
Esquima Land (2nd or 3rd grade level)	1.25
My Eskimo Book (4th to 6th grade level)	1.25
Holidays of the Year (2nd or 3rd grade level)	1.25
My Unit on Hobbies (2nd or 3rd grade level)	1.25
China (2nd or 3rd grade level)	1.25
My Indian Book (2nd or 3rd grade level)	1.25
Mexico, Our Southern Neighbor (4th grade)	1.25
My Japanese Book (4th grade level)	1.25
Sweden, Norway & Denmark (4th grade)	1.25
England, Scotland & Wales (4th-5th grade level)	1.25
Over Land & Sea (Begin. Geog.) (4th grade)	1.25
Progress (transportation) (4th-5th grade level)	1.25
Horticulture (4th to 6th grade level)	1.25
Wings Over U.S.A. (5th grade level)	1.25
Wings Over South America (5th grade level)	1.25
Pioneer Days (5th or 6th grade level)	1.25
Music Charts & Drills (All grades combined)	1.25

MISCELLANEOUS - NOT DUPLICATING

Nursery Rhymes in Pictures (heavy poster type tab-board) 30 outline pictures	\$1.25
Use-Over Nursery Rhymes (white blackboard style - Laminated edition) 40 pages	1.25
Use-Over Nursery Rhymes (white blackboard style - Spiral bound edition) 40 pages	1.25
Phonics Navigation (1st or 2nd grade)	1.25
Phonics Chart (wall size)	1.25
The Kindergarten Curriculum (316 pages) bound	1.25
One Hundred Works of Art & Sculpture, bound	1.25
Fifty Great Songs of the Church (biographical sketches of authors)	1.25
Music Game of "Fish"	1.25
Double-Duty Table Dollies (6 in set, self-proof 4 color nursery rhyme pictures)	1.25

40 PICTURES OF FOLK DOLLS IN 4 COLORS

Set No. 1, 20 Pictures (No duplicates)	\$1.25
Dolls of the World, Set No. 1, cloth	1.25
Dolls of the World, Set No. 1, cellophane surface	1.25
Dolls of the World, Set No. 1, paper edition with Handbook No. 5	1.25
Set No. 2, 20 Pictures (No duplicates)	1.25
Dolly Hobby, Set No. 2, cellophane surface	1.25
Dolly Hobby, Set No. 2, paper edition with Handbook No. 5	1.25
Handbook of Folk Doll Costumes, No. 3	1.25
Handbook of Costume Design, No. 4	1.25
Handbook of Dolly Hobby Costumes & Costume Design, No. 5	1.25

NEW HECTOGRAPH UNITS

Magic Keys to Phonics (3A, 4th, 5B combined)	\$1.25
Circles (1st grade)	1.25
Trees (3rd or 4th grade level)	1.25
Activity Projects for grades 2, 3, 4, 5, (Specify grade) per unit	1.25
Word Analysis, Primary	1.25
Homes in Many Lands (3rd to 5th combined)	1.25
Desert Life (3rd to 5th combined)	1.25

HECTOGRAPH GELATIN COMPOUND

1 lb. can	\$0.70	2 lb. can	\$1.25
5 lb. can	2.50	10 lb. can	4.50

Stamps or cash must accompany any order for less than \$1.00. Postage added on credit order. Unconditionally guaranteed—may be returned for refund!

Catalog on Request

Morgan-Dillon & Co.
6433 Ravenswood Ave., Dept. J, Chicago, Ill.

CURRENT EVENTS STREAMLINED...

SAVES YOU TIME—MAKES YOUR TEACHING EASIER

NEWSWEEK simplifies your teaching problems... fills the need for a modern teaching aid that can be used in conjunction with the regular school curriculum for social study classes.

- News plus Significance—all the important news plus what the news really means.
- Signed opinions of famous Authorities—penetrating, unrestricted, signed views of six top-ranking observers.
- Pariscopes—a forecast of future events... inside information on tomorrow's headlines (88% accurate).
- Action Photographs—an average of over 50 each week add even greater significance to the news.

BULK RATES—When five or more copies of NEWSWEEK are ordered each week for student classroom study a special bulk rate of 3c per copy is available. When ten or more copies are ordered, you receive a free desk copy.

Take Advantage of the Special Educator's Rate

ONE YEAR \$2.60 { Regular Price: One Year \$4.00

Newsweek
THE MAGAZINE OF NEWS SIGNIFICANCE